

Study buddies

Education students learn with the kids

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Selling ideas

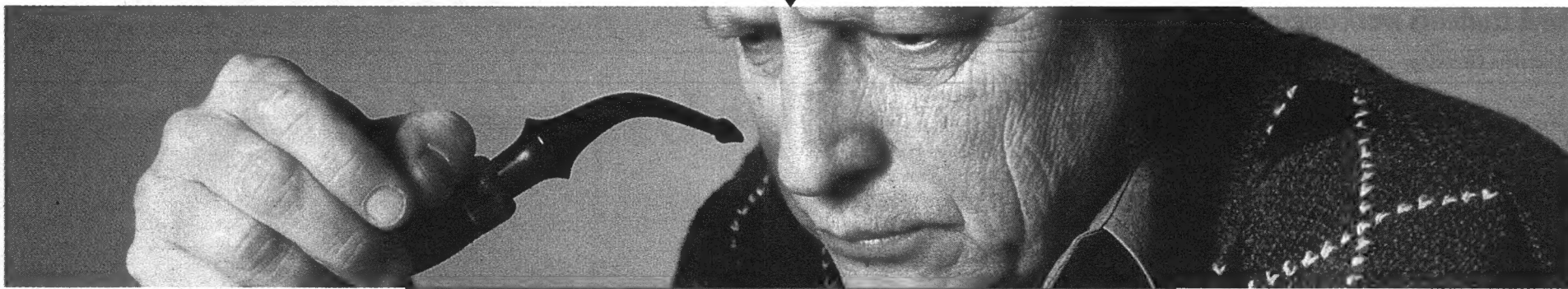
Persuading the public research makes sense
when it might not make cents

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Two graduate students share tales of life and
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UNIVERSITY OF ALBERTA

folio

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New kid on the block: Altarex Corporation

High-tech research company sets up shop in U of A labs and offices

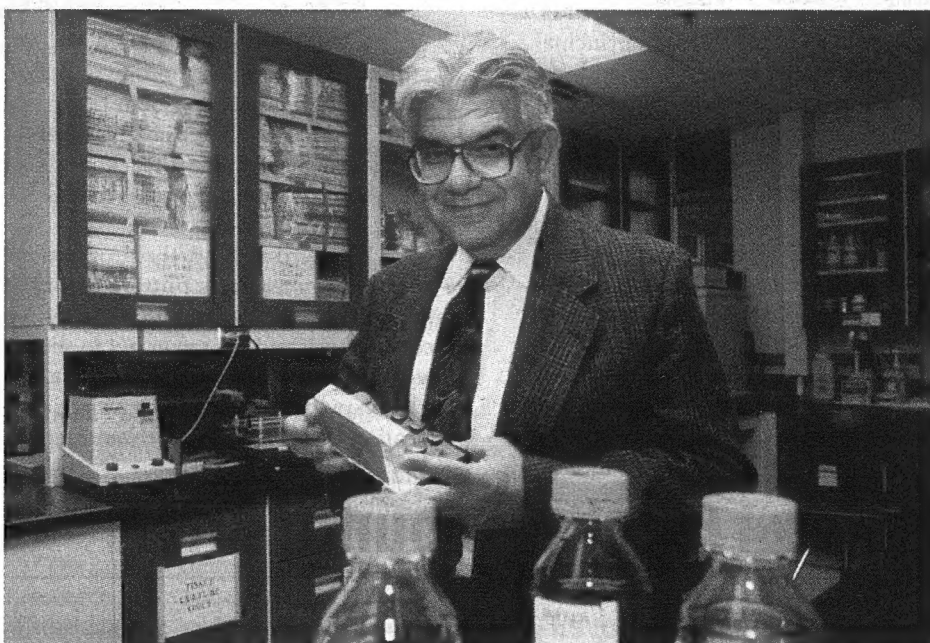
By Lucianna Ciccocioppo

AltaRex Corporation has officially opened its laboratories and corporate offices on the U of A campus. An Alberta-based biopharmaceutical company, AltaRex focuses on developing products for the diagnosis and treatment of cancers.

Minister of Advanced Education and Career Development Clint Dunford joined AltaRex's Dr. Antoine Noujaim, president and CEO, Dr. Rod Fraser and Mayor Bill Smith to formally welcome staff and open the newly-renovated laboratories in the Dentistry/Pharmacy Building Dec. 4.

"This is a model of things to come," says Noujaim. "We are leading the pack in what I believe is the great synergy between innovation and technology." The U of A's president wants to see more of this synergy. "Our goal is to reinvigorate, reconnect and significantly enhance our partnership with our broader community in the public and private sectors," says Fraser.

Noujaim says AltaRex chose to locate on the university campus for strategic and practical reasons. "This company thrives on ideas and innovation. Where can you do that best? This is a chance for our scientists to interact with the academic community." In addition, the company can lease or rent sophisticated lab equipment on campus. "We can conserve dollars to fund people instead." And its presence, says Noujaim, serves to increase



Dr. Antoine Noujaim

Richard Woolner

awareness of research projects on and off campus.

U of A students also stand to benefit. "We train a number of undergraduate and graduate students and we fund several research programs. A summer student may eventually end up working for AltaRex as we expand in the future," says Noujaim. It's a first-hand look at high-technology research, says the professor emeritus.

Dr. Dick Moskalyk, dean of pharmacy, says the faculty gains access to

research opportunities with AltaRex scientists while the company can take advantage of the university library and faculty expertise in allied disciplines.

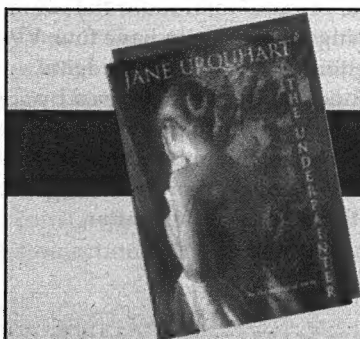
AltaRex's lead therapeutic cancer product is called Ovarex. It's a vaccine for advanced ovarian cancer, currently in phase two and three clinical trials in Canada, Europe and the United States. Ovarex is not a preventative vaccine. It stimulates the immune system to attack and destroy cancer cells and prolong the lives of patients. AltaRex is also develop-

- AltaRex was identified as one of Alberta's fastest growing companies in 1996 for raising \$50 million for research and development
- AltaRex researches and develops products for the diagnosis and treatment of ovarian, breast, prostate and gastrointestinal cancers.
- AltaRex is not the first company to seek close proximity with U of A researchers.
- Twelve companies operate on campus.
- Five operate within a five-minute walk of campus.
 - Two in Faculty of Extension,
 - Two in Campus Towers and
 - One in College Plaza
- Two other companies lease laboratories

»» quick »» facts

ing products to treat breast, prostate and gastrointestinal cancers. The company received a National Research Council/ASTech Innovation in Industrial Research award this year for its research in prostate cancer. AltaRex is a publicly-traded company and employs 50 people.

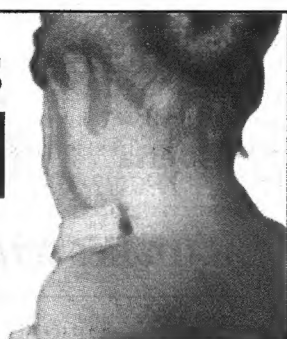
"We've received support, not only from university administrators, but also from janitors to the president. It's very satisfying. People are going out of their way to make this happen," says Noujaim. ■



UNIVERSITY OF ALBERTA BOOKSTORES

25% off Students' Union Selects Top Ten Bestsellers

THE UNDERPAINTER by Jane Urquhart



Education course takes learning out of the lecture hall and into the classroom

U of A students work one-on-one with schoolchildren

By Lucianna Ciccocioppo

A fresh pot of coffee and a cheery "Please help yourself!" sign greet you as you walk through the doors of Sacred Heart Catholic Elementary School. All around, children's artwork wallpapers the inner-city building. About 160 students from Kindergarten to Grade 6 are settling down to another school day.

They're not the only students learning in this school. Upstairs on the second floor, 22 aspiring teachers from the U of A sit in the art room listening to education professor Dr. Ruth Hayden.

Hayden's course teaches students how to diagnose children with poor reading and writing skills. More importantly, they learn to develop strategies to help children overcome weaknesses.

With more than 20 languages spoken in the various homes and three-quarters of the children receiving English as a second language instruction, Sacred Heart has its share of children who struggle with reading and writing.

But Wednesday has become a special day. Each Wednesday for eight weeks these children get one hour of one-on-one attention with a U of A student. Take a walk down the halls and you'll see a big student and little student in almost every nook and cranny in the old building.

"In every single session, the student must read to the child," says Hayden. "There's nothing better than an adult role model, because if a child sees an adult take the time to read, it must be important." Children learn to synthesize the information they're reading, predict what can logically happen next, and correct themselves if something doesn't make sense, says Hayden.

Teachers at Sacred Heart identify children between Grades 3 and 6 who

need extra help.

Hayden also finds out what the children are interested in, so her education students can select appropriate reading materials. By the end of the program, the education students write a letter to parents and teachers explaining the strategies used for the children and what skills they gained.

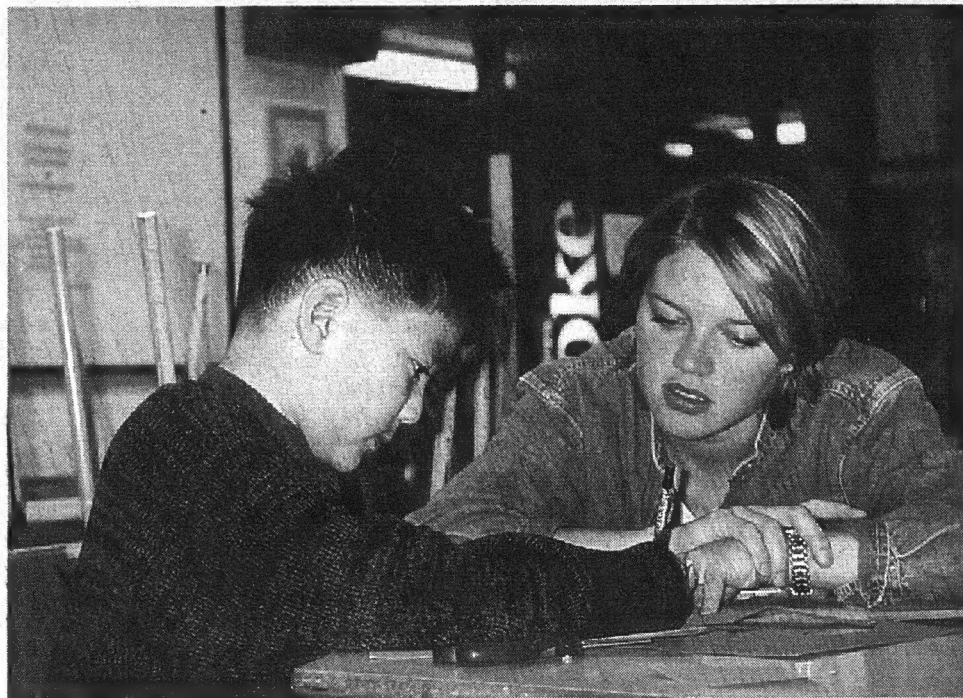
"It's in-depth intervention set up for each child. It's tailored to individual needs. It's not a recipe," says Charolette Player, principal.

Player says the program has a spinoff benefit for the school also. "Some U of A students stay on after they finish the course to volunteer as after-school instructors." That's because many students don't want to pack up and leave what took many weeks to develop.

"You can see they become friends," says Pat O'Connor, assistant principal. "They give gifts to each other and really bond with each other." Some children don't get the attention they need at home so an hour with one person has a resounding impact, says O'Connor.

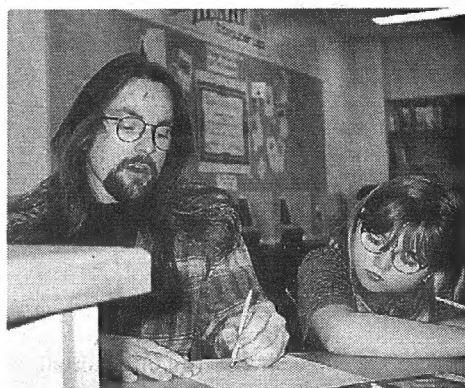
But it's not just the children who benefit. Diane Lander has been teaching for 15 years. She took a year off to learn more about reading skills and diagnosing reading problems. Lander is looking forward to getting back into the classroom with elementary children. "I won't be pulling ideas out of the air," she says.

...the program is a means of immediately putting theory into practice. "We get so much theory, theory, theory and we never get to see if it works. Here, I'm seeing results."

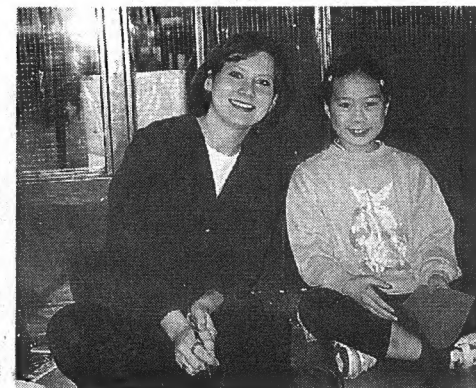


Eight-year-old Michael spells out his story with Kathy Wood.

Raymond Plouffe and Nicole, 10.



Sheila Pchenlnyk and Sue Ellen, 9, are all smiles.



"I still have to work one-on-one with my students, but now I know what I'm doing," Lander says it was a great feeling to have a Sacred Heart teacher talk to her about the improvements in one student named Freddy.

For Dan Burkinshaw, the program is a means of immediately putting theory into practice. "We get so much theory, theory, theory and we never get to see if it works. Here, I'm seeing results," says Burkinshaw, who wants to be a special education teacher. Melissa, the student

he was working with, has greatly improved her reading and writing skills. "She's doing things she never did before."

This is the second last day the children meet with their U of A instructors. Together, they'll plan the presentation the children will make on the final day to celebrate their reading and writing skills with parents, volunteers, teachers and school board officials.

There's an excitement buzzing down the halls. The children are beaming. Their minds are at work. 'It's Wednesday.' ■

folio

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University
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...it makes sense

General Faculties Council Briefs

Budget principles approved

General Faculties Council, at its regular meeting November 24, approved principles that will guide the development of the University's 1998-99 budget. Those principles include

- a balanced budget
- a consolidated budget which includes all university operations
- budget decisions which take into account all available funding and costs of programs and services
- unit budgets that include operating plans and objectives approved by the appropriate vice president

- selective treatment of operating units
- delegated budget responsibility when possible
- provisions for deficits that arise during the year
- progress information from units describing how they're doing compared to approved budgets
- a budget that follows the general format of university financial statements
- explicit reallocations

In addition, the university will look for new ways to diversify revenue sources.

What's so wrong with Maclean's magazine's agenda?

The university seems to be saying that regardless of what Maclean's magazine uses to measure universities' quality, the U of A will stick with its own measurements of progress. That may be fine, said

student Tim Poon, but there's nothing wrong with the magazine's measurement of class sizes and the number of tenured faculty who teach first- and second-year classes.

Teaching evaluation policy changes approved

Revisions to the teaching evaluation policy were approved by GFC. The policy provides for multi-faceted evaluation of teaching, including universal student ratings of instruction.

Are we getting another VP?

The search is on for the next Vice-President (Research and External Affairs) to replace Dr. Martha Piper, and it's possible the search committee will recommend the separation of the two areas of the position. Students, however, are concerned. The former vice-presidential position for student affairs was cut several years ago, say students, and if the university is going to once again have four VPs, it had better include one for students.

Responding to concerns raised by student Sheamus Murphy, President Rod Fraser said it's early in the committee's deliberations and everyone is welcome to provide their ideas on the matter.

Selling ideas in a market that likes widgets

Social science and humanities researchers challenged to explain relevance to the public that pays

By Lee Elliott

"But what can you do with it?" It's a common question for researchers now, but apparently even Queen Victoria asked it of a scientist conducting early experiments with electricity. His answer: "You don't ask that question of a newborn baby."

Theoretical research without immediate market potential is that baby, says Dr. Royston Greenwood, Faculty of Business and a specialist in organizational development. The story helps illustrate what is happening as researchers in the social sciences and humanities face dwindling government support and an increased need to "sell" the public on their research to solicit dollars and partners. Potential cures and patented inventions have a market, but how do you sell ideas?—ideas so diverse they practically cover the spectrum of human thought.

"Universities are complex sets of different interest groups," says Greenwood. "They're not highly unified organizations." *Social sciences and humanities* describes an incredible breadth of investigation, from linguistics, classics, political science, anthropology, psychology, native studies, law, business, education to economics, music, physical education at times and elements of agriculture, forestry management and human ecology.

In fact, according to Marc Renaud, president of the Social Sciences and Humanities Research Council of Canada (SSHRC), social sciences and humanities accounts for 55 per cent of university professors and 58 per cent of university students. "And yet we have 12 per cent of the money available from the federal agencies."

"We finance five per cent of the graduate students; NSERC finances 20 per cent. We finance 15 per cent of our university professors in Canada, in our fields; they finance 60 per cent," he says. "If the federal government wants us to be an instrument, a tool of intervention, we have to achieve similar levels of penetration." SSHRC needs its \$90 million annual budget quadrupled, he says. "I think we have to fight for it."

Renaud, along with SSHRC communications director Pamela Wiggin, spent two days on campus this week at the invitation of Dr. Patricia Clements, dean of arts. They were impressed by what they saw. "There's a lot of appetite for knowledge and creation and doing things differently," says Renaud. The challenge is communicating the value of that appetite for knowledge and creation.

Wiggin says, "People in the media are constantly quoting professors ...but the connection between that knowledge

and research isn't being made... The idea that this person has an expert view on the Middle East or whatever ...they don't realize that out of basic research comes this ability to interpret events."

Human history is shaped by ideas, says Clements, and what social scientists and humanities professors do is critically analyze those ideas and the forces that shape them. "Our slogan isn't 'research sells,' it's 'research makes sense.'" And

making sense of the world requires a balance of inquiry across disciplines.

The potential at the U of A is tremendous, says Renaud. "How can we in SSHRC market this so that it's visible?" And more important, how can learning institutions themselves turn their thinking around.

"A lot of people are saying people in the social sciences are whiners, wanting to be locked away with their own little intellectual pursuits ...Let's show each of us in our own world why we are useful. When I use this word [useful] it's a six-letter word and yet people think it's a four-letter word. Yet, that's the name of the game now...People in philosophy up to economics have to explain

what they are doing."

Greenwood, who is currently working on a SSHRC funded study of the changing relationship between accounting, law and management consulting firms, agrees.

"The current demand for justification of research has a solid foundation in institutional theory," he says. "Organizations have to conform to societal expectations in order to attain legitimacy What's happening is the legitimacy of universities is being questioned ...The university has a very serious responsibility to convince the world that studying English literature is as valuable or more valuable than studying management theory."

"For my money, the critical challenge for the university is to maintain the integrity of its courses of study," says Greenwood. "While we shouldn't deny the call for relevance, we cannot be purely market driven." There would be a market, he suggests, for a three-month MBA. "We have to make it clear to the external world what we mean by the integrity of a learning program."

"We cannot continue doing what we did in the past," says Renaud, "closing our eyes and throwing money to the best project as seen by peer review... We are obliged to talk more, not only to talk, but also to get the actors involved more in defining problems ...but that doesn't mean to narrow it so much that you exclude half of academia." ■

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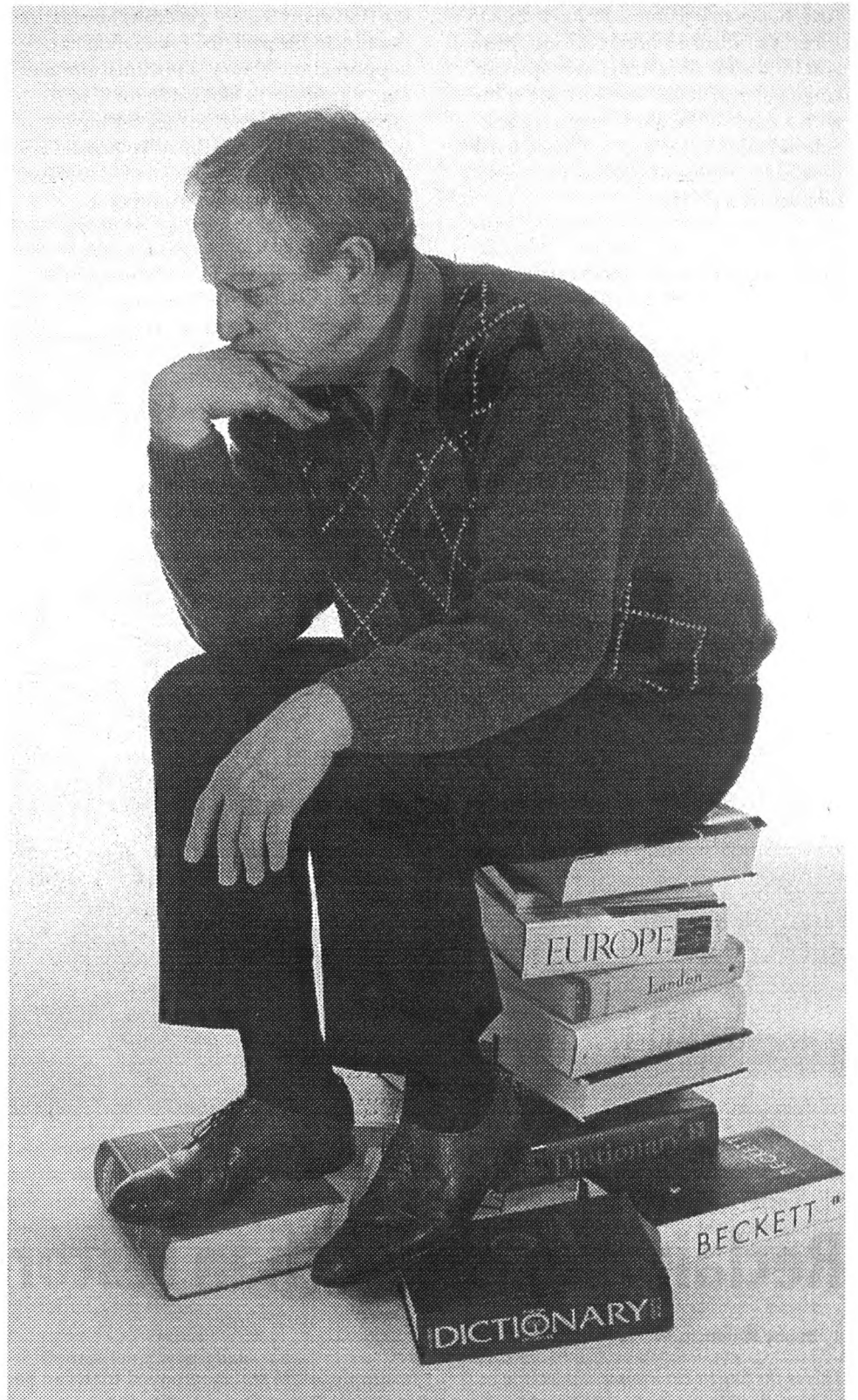
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— Marc Renaud,
president of SSHRC.



Tina Chang

What are those social scientists doing?

According to a tidy book, *What you can do with an Arts Degree*, the study of linguistics might prepare you for a career as a speech pathologist.

But a quick chat with Dr. Gary Libben, a linguistics professor and associate dean of arts (research), his field offers something the community wants. "The natural partners would clearly be companies interested in language and speech technology." This includes companies like Microsoft which hope to develop artificial intelligence. That requires an understanding of the human mind, and acquisition of language is key to what being human involves.

Libben was involved with early work developing translation programs for computers and the type of technology Stephen Hawking uses to communicate. Former

colleagues, he says, work for Boeing designing cockpit instrumentation that interfaces better with the way humans think and communicate.

In touring campus, SSHRC president Marc Renaud says he saw information management technology in the Orlando project that would be of great interest to business. He heard insight into the Quebec separatist movement from an expert who'd studied parallels in the relationship between Budapest and Vienna. Renaud's background is as a sociologist in health-care studies and he was intrigued by the knowledge of the effects tuberculosis had on society in the last century. This knowledge is important to understanding the implications of diseases such as AIDS today, he says. ■

A piece of Japan in the heart of the U of A

A ceremonial painting of the eye on the Daruma Doll was a highlight of the celebration of the opening of the U of A Centre for the Teaching of Japanese Language and Culture November 21 at Convocation Hall.

President Rod Fraser and Mr. Tatsuo Ozawa did the painting to symbolize a personal commitment to success. The second eye is painted at the completion or fulfillment of the promise.

The centre, a joint project between the Faculty of Education and the Faculty of Arts, hopes to become a strategic link in Alberta's future economic development. It will train educators to deliver Japanese language instruction and provide students with a range of Japanese language and cultural knowledge that will enable them to take advantage of Alberta's increasing interaction with Japan.

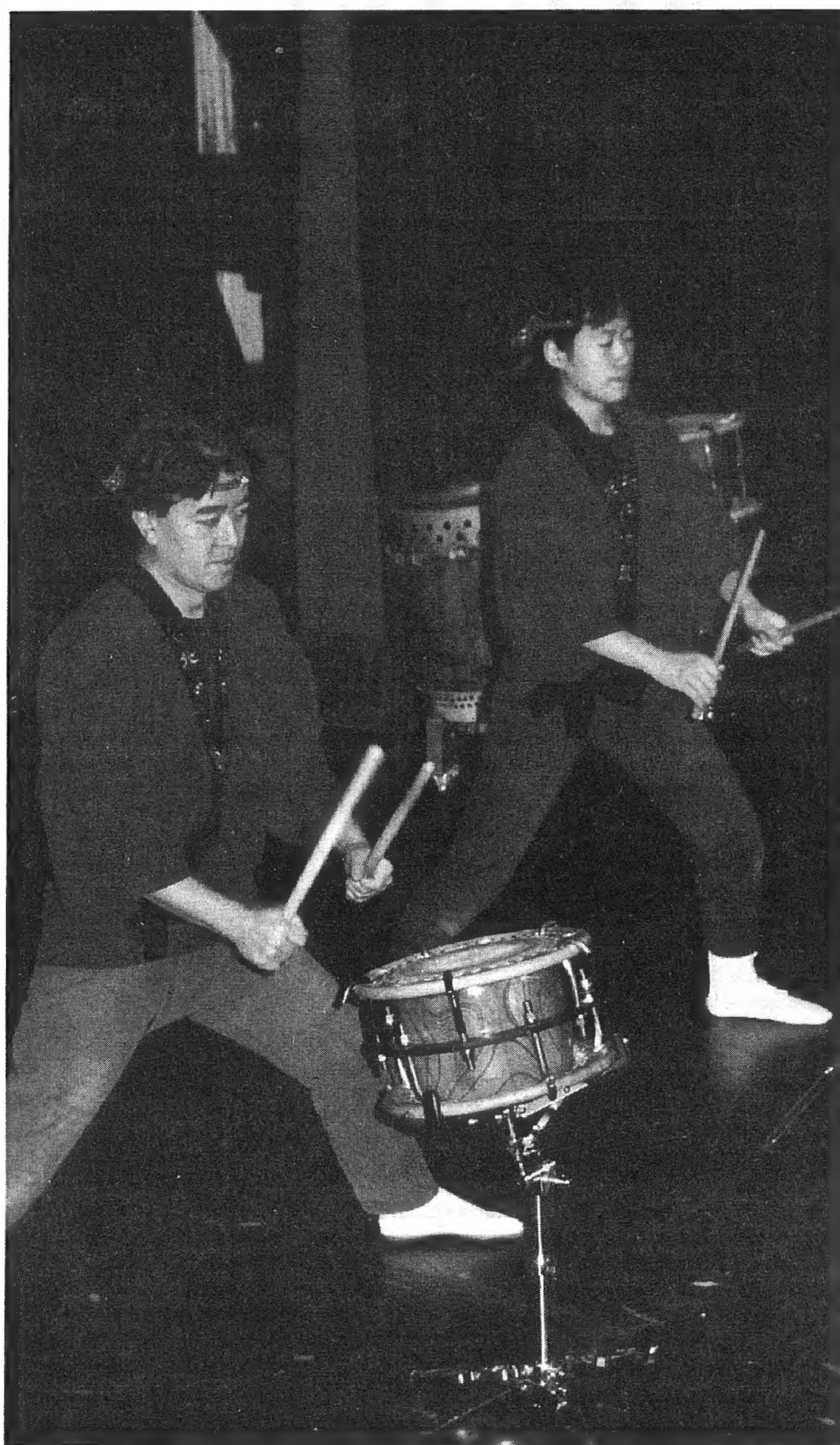
The centre will also meet the growing need among current business leaders by providing individualized instruction for business people as well as continuing education and other non-degree programs.

Ozawa, who received an honorary doctor of laws degree during his visit, is the former vice-minister of finance in Japan. He has been involved extensively in international activities and chairs the Japan/Canada Friendship League.

The Centre was established with the support of the Japan Foundation, one of the university's most generous foundation donors. In the past, the foundation has supported the library, a biannual summer study program in Hokkaido for U of A Japanese language students, the business program and the Devonian Botanical Garden which houses the Kurimoto Japanese Garden and the Ozawa Pavilion. ■

The Taiko drummers provided spirited entertainment during opening ceremonies of the Centre for the Teaching of Japanese Language and Culture.

Karin Fodor



Reclaiming easier than restoring land—Naeth

By Debby Waldman

This is the fourth environmental lecture in an interdisciplinary series sponsored by the TransAlta Environmental Research and Studies Centre.

One of the first things to keep in mind when considering land reclamation and restoration isn't whether they're possible, but that they're separate and very different activities.

Dr. Anne Naeth laid out the distinction in her Nov. 13 talk, "Environmental Restoration: Can We Reclaim What We Have Disturbed?"

"When people talk about reclamation, they're not all speaking the same language — that's part of the difficulty of what is a relatively new discipline," Naeth explained.

Reclamation, as required by Alberta legislation, means returning land to a condition where it can support its pre-disturbed land use or in other words have equivalent land capability. The most common land reclamation activities in the province focus on well sites, pipelines and areas that have been mined or overgrazed.

It's not always possible to return a site to its pre-disturbed use. In coal mining, for

example, more soil is removed than can be replaced. The end result: a hole in the ground that would have to be filled and re-contoured if the land were to be reclaimed to what it was before the disturbance. For that reason, parts of coal mines are often reclaimed as "end pit" lakes, which can be stocked with fish.

Similarly, gravel pits can be reclaimed as parks or golf courses. In Fort McMurray, a former oilsands site is now a park, complete with playground equipment, wildlife habitat, and small bodies of water. It's difficult, if not impossible, in many cases, to tell what activity was carried out on the land before the reclamation.

Reclamation requires focusing on soils and vegetation in a structural context, preserving as much of both as possible before the disturbance so it will be viable during the reclamation process, which can take up to five years but usually takes closer to three.

Restoration is the process of assembling a stable ecosystem compositionally and functionally similar to what existed before the disturbance. It requires an understanding of both biological and ecologi-

cal processes, an ability to mimic nature, and a respect for time.

"A lot of people think it's absolutely impossible to restore a natural system," Naeth explained. The thinking behind this philosophy, she said, is that "If we artificially accelerate development, it's not restoration because it's not natural—we haven't restored it, because it has a human touch."

However, Naeth says natural landscapes aren't always the result of slow evolutionary processes. For example, a drought, which is a naturally occurring phenomenon, can result in major landscape changes over a relatively short time period.

Perhaps, she said, the question shouldn't be whether restoration is possible but how much maintenance should be necessary for a system to sustain itself. If a system were to be restored to a natural state, people could work for two or three years to reclaim it and then leave it to nature and it could sustain itself.

But as some projects have shown, nature often has other plans for reclaimed and restored areas. Often what is seeded in

a reclamation project isn't what winds up there.

"We have other species that tend to move in and invade the reclaimed area," Naeth said. "If you want to restore a community, introduced or non-native invasive species are too competitive, and native species can't compete — they can't get back there."

Reclamation projects that set out to reseed with natural plants are often thwarted because the seeds for 90 per cent of those species aren't available in large enough quantities.

"We're doing some work with natural re-vegetation, putting the soil back, re-contouring, leaving it and letting the seed come in from adjacent areas," Naeth said. "We're getting closer to restoring by seeding nothing than by seeding species that are competitive."

Yet while Naeth is more optimistic about reclamation than restoration, she still believes the latter is possible. "It seems idealistic and naive to say this, but with careful plant species selection and thought about where we want to end up with land use goals, perhaps we can restore." ■

Developing a different way of measuring intelligence

J.P. Das and Ohio State colleague develop "PASS" method to help teachers diagnose learning problems

By Michael Robb

Traditional intelligence quotient tests have fallen into disrepute over the last decade or so. Critics say they're too closely associated with school knowledge. If you go to a poor school, you do poorly on the test.

IQ tests are also culturally biased, say critics, and discriminate against minorities. Move to Britain from a Third World country and you won't be able to answer some questions because you simply don't know the context and meaning of some words. Many American states have decided to ban them.

A University of Alberta educational psychologist, Dr. J.P. Das, and a colleague from Ohio State University, Dr. Jack Naglieri, have been listening to these criticisms. They've developed a new test, one they say more accurately measures intelligence and will give educators sophisticated ways of detecting learning difficulties and prescribing ways of tackling those problems.

The Das-Naglieri cognitive assessment system is designed to expand traditional measurements of intelligence by focusing on a person's planning, attention, simultaneous and successive processing skills—based on the so-called "PASS" theory.

Here's what the Das-Naglieri cognitive assessment system measures:

Planning:

- Problem solving
- Development plans
- Impulse control
- Control of processing
- Retrieval of knowledge

Attention:

- Focused cognitive activity
- Selective attention
- Resistance to distraction

Simultaneous processing:

- Objects and events are seen as a whole
- Pieces are seen as related

Successive processing:

- Items form a chain-like progression
- Items are related in a sequence

Das says the test measures cognitive strengths and weaknesses. A person may do very well in memorization, but do poorly in abstract reasoning. Or, a person may have poor attention skills, but may be able to plan his daily life. That kind of specific information will help educators prescribe remedial programs to help people cope with their disabilities. Graduate student Timos Papadopoulos says the test—unlike conventional tests—will help clinical psychologists and educators identify attention deficit/hyperactivity disorders, traumatic brain injury, learning disabilities, mental retardation and giftedness.

So far, the test, designed for ages five to 17, has been given to 3,000 different children in 30 different areas of the United States. These have been done to establish norms, or benchmarks, for the test. The test has been published in a binder form and the two researchers have delivered workshops and papers on the test to colleagues across the continent. The researchers gave a day-long workshop to Edmonton clinical and educational psychologists earlier this month. ■

opinion guest columns

McUniversity: our worst nightmare

By Dr Christopher Levan, principal St. Stephen's College

"Don't sugar-coat your education!" That was Mrs. Jennings' axiom when it came to religious instruction in church.

We were sitting around the minister's house trying to decide how to approach the teaching of young children. Having suggested we might create an atmosphere of trust by structuring our lesson plan according to their needs, my colleague fired back that she was not about to change just "to suit little kids." They would have to get used to her style, buckle down and learn her way. "It had worked for twenty three years, and there was no reason to change now."

At the time, I admired her spunk and determination but shook my head over the narrowness of her pedagogical vision.

I suppose Mrs. Jennings' methodological paranoia still rankles my soul. I sense a similar, though much more sophisticated, inertia in our universities. We have designed a system of education that places heavy demands on students.

They must live within commuting distance of our classrooms. They are obliged

to adjust their work schedules and lifestyles to suit our timetables. They are required to fit their learning style to a monochrome lecture delivery method. And they must squeeze their response to our teaching into an all too limiting and often irrelevant format—the academic essay or the true and false mid-term exam.

No one can deny the University of Alberta is an exceptionally fine university, but like other universities, to what extent has the model of higher learning evolved to suit the desires and ambitions of instructors rather than the needs and aspirations of our students?

It was with this disturbing thought rattling in my brain that I became aware of the University of Phoenix—the first "for-profit" university in the United States. With a current enrolment of 40,000 students and 47 campuses, the U of P has expanded to meet student demand in two ways.

First, it wants to have a classroom within twenty minutes of its students, choosing to locate near the off-ramps of

major highways and urban arteries. Education at your doorstep.

Second, it adapts its instruction to meet the career demands of its clientele. Classes are often taught by well-educated practitioners rather than academics.

Consequently, course content tends to be more integrated with life experience. (Not all good education happens within the confines of a 20 page paper!)

All education is applied technology. Class times and durations are tailor-made to the constraints of the constituency that requires the specific course.

All right, I can hear the objections clearly. This university has reduced higher learning to the accumulation of techniques. The height of instrumentalist thinking, it leaves no room for the wisdom that arises from speculative and detached exploration of questions that run well past life's immediate demands.

Moreover, we object that a drive-through style of education misses the essential dimension of research. Any university worth its subsidies must continue to expand the horizons of knowledge. Medical discoveries and sociological insights do not drop from the sky like a fast food commodity. They only happen through the concentrated and consistent care of dedicated professors.

Models such as the U of P send shivers down the spine of academic administrators everywhere. Our worst nightmare. If we adopted that model, we would be turning our four-star restaurants into a McDonald's.

As an administrator, I have sympathy for those who are leery of such user-friendly education. But Mrs. Jennings' admonition still haunts me. What is the matter with making our education more suitable and accessible to our students? Is it possible that we have become so captive to assumptions of "academic excellence" that we have lost sight of the primary purpose of education which is to enlighten?

The University of Phoenix discovered there was a pool of people with a tremendous appetite for learning if the academic meal was served in the right way. Perhaps to refuse to offer our educational menu in a palatable manner is not only testimony to our intellectual snobbery, it is also evidence of an immoral spirit. ■

To read more on the University of Phoenix see "Drive-Thru U. By James Traub, The New Yorker, Oct. 20 & 27, 1997, p.p. 114-123

folio letters to the editor

Keep that 'e' from potato

Wayne Hansen appears, from his letter in the November 21 *Folio*, to have been misled by his teachers: the spelling *potatoe* has been regarded as wrong in British English for more than a hundred years. The most recent instance of its deliberate use in print which is known to me is from a text of 1875, and it had been rare for a hundred years before that. Dan Quayle's belief that the form *potatoe* was correct was a source of as much innocent pleasure in the United Kingdom as in Canada.

Mr. Hansen is quite right, though, to say that the matter was a trivial one. That is the point: following the extremely difficult spelling conventions of English is in many senses trivial, but it

has great symbolic significance. Even a trivial divergence from those conventions can, as Dan Quayle knows, make a person look very foolish. That is a social fact that language users, and particularly those who teach language use, have to accept and work with. When *Folio* points out that research at this university may help future students to follow the spelling conventions of the language they use, that doesn't seem to me like evidence that there's "something else wrong with this country."

John Considine
Adjunct Professor
Department of English

Have I got a story for you...

Dr. Andy Russell signs one of his books following his public lecture "The Art of Storytelling." The lecture, which was presented by the Faculty of Extension, drew more than 150 people to Lister Hall on Nov. 19. The 82-year-old Alberta author and conservationist spun tales of his adventures and answered many questions about his encounters with grizzlies, the people he has known and the way he crafts his tales. Russell was in Edmonton to receive an honorary doctorate of laws from the University of Alberta during fall convocation.



Richard Woolner

Sounding the right note

Composer Malcolm Forsyth backs quartet in Department of Music

by Michael Robb

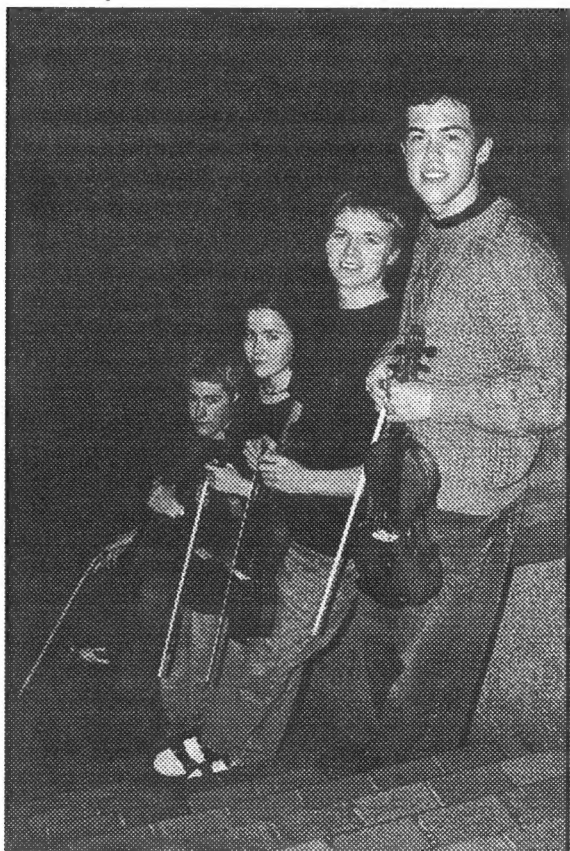
String musicians will tell you that practising and performing in a quartet is a great way to learn. It's a very effective teaching medium, says the chair of the Department of Music, Fordyce Pier.

Canadian composer and conductor of the University Symphony Orchestra Malcolm Forsyth is doing his part to encourage—and support—young students

who want to play and learn in a quartet during their studies in the department. This fall, Forsyth committed \$5,000 per year for four years to support four young quartet players.

David Colwell, violin, Mark van Manen, violin, Brianne Archer, viola, and Jeff Faragher, cello, are the first recipients of the Malcolm Forsyth String Quartet Scholarship. The students, all members of the Edmonton Youth Orchestra, auditioned for the scholarship.

"These great musicians are the kind of people who would have gone elsewhere 10 years ago," says Pier, noting that the reputation of the department's bachelor and graduate programs has continued to grow nationally. ■



Department of Music's new string quartet

UNIVERSITY OF ALBERTA CAMPAIGN

A philanthropic pipeline to the U of A

Interprovincial Pipe Line Inc. challenges others to support the university's fund-raising campaign

by Michael Robb

Interprovincial Pipe Line Inc. is donating \$500,000 to the university's fund raising campaign.

The gift will span a five-year period and will be used to support scholarships in the Faculty of Engineering. The money will enable the faculty to provide 20 annual undergraduate scholarships for civil, electrical and mechanical engineering students.

IPL's CEO Brian MacNeill, one of the university's co-chairs of the fund-raising campaign, challenged other Albertans and Alberta-based companies to give. MacNeill told Edmonton Chamber of Commerce members recently that IPL's success is partly a result of the company's willingness and ability to step outside conventional corporate boundaries.

"This includes involvement in and support for local communities."

University President Rod Fraser said strategic relationships, like those fostered with IPL, are mutually beneficial. "Such corporate involvement assists us in continuing to provide our students with the quality of education necessary to be competitive in our glo-

bal marketplace. At the same time, employers are being supplied with qualified, intelligent graduates."

MacNeill says IPL depends on a great many engineers and highly skilled people for its continued success. The IPL CEO made it clear that corporations have a responsibility to back education. IPL, he pointed out, supports scholarship and bursary programs, youth science programs and the 1999 Canada-wide Science Fair.

IPL Pipe Line is a member of the IPL Energy Inc. group of companies, one of North America's largest energy delivery and services companies. It operates the world's longest crude oil and liquids pipeline systems and is Canada's largest natural gas distribution company. ■



Brian MacNeill, CEO of Calgary-based IPL Energy Inc.

Environmental activism—401

New course taught by Dr. Jim Butler dedicated to excellence in environmental advocacy

By Michael Robb

Most of us can probably remember one course that fundamentally changed our world view.

Environmental and Conservation Sciences 401, Environmental Activism, taught for the first time by Dr. Jim Butler, is in the running for that distinction, according to some students.

"I've never seen a class with so much participation, genuine interest and willingness to work on course projects," says student Tove Reece. "It was a great overview of environmental activism."

"It was much more than just a science course on resource management," says Butler. "This was a course about individual empowerment, about showing students that they can change the world. Students learned that they aren't *on* this earth, they are *part* of this earth."

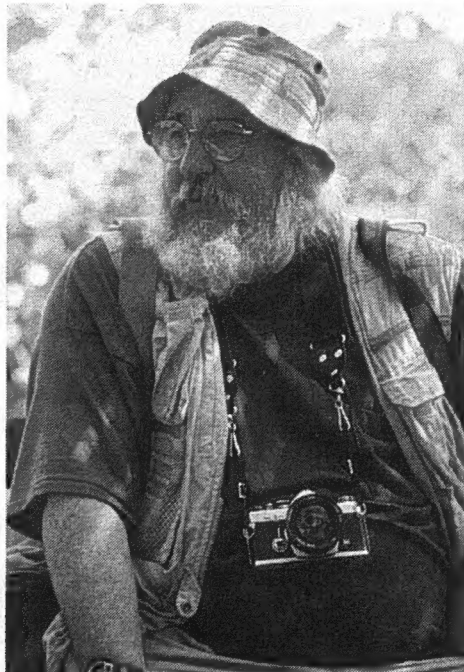
Butler says he developed the multidisciplinary course in response to students, who came to him with the idea. Andy Bezener and Erin McCloskey were among them. "Jim gave us what was missing in other courses," says McCloskey, who will graduate this spring. "So many other professors heavily affiliated with industry tip-toed around these issues. It's ironic that in a university we are taught all sorts of perspectives, but no one gives the environmental perspective."

About 25 students registered in the fall course. Another 15 simply showed up. Most of the students in the course were enrolled in the environmental and conservation sciences program, but students also hailed from political science, anthropol-

ogy, physical education, arts and sciences departments and the general public.

Students read the work of this century's leading environmental writers and listened to guest lectures from today's leading environmental advocates. Lecturers included Adrian Carr, a director of the Western Canada Wilderness Committee; Brian Staszewski, director of the Environmental Resource Centre; a lawyer associated with the Alberta Wilderness Association; and a woman from Saskatchewan who successfully fought the dumping of toxic wastes near Meadow Lake.

Renewable Resources professor Dr. Jim Butler



Those were inspiring, say students. Moreover, adds Butler, many people engaged in environmental advocacy feel they're alone. Many grow disillusioned and burn out. But the students learned they are part of a larger community of people dedicated to environmental health and eco-system integrity. That's been beneficial, says McCloskey, and ultimately it will help students find jobs in the field.

Butler acknowledges the course—one of the first of its kind in Canada—has its critics. But he says physicians study and are advocates for human health. Why isn't the study of and advocacy for environmental and eco-system health a legitimate study? McCloskey says so many other courses were taught from the perspective that the earth is simply a resource for humankind, and are taught from a completely biased point of view.

"I found the course was taught very rigorously and structured," says Reece. "We weren't a bunch of people sitting around doing a group hug."

Some students took their environmental advocacy to West Edmonton Mall November 22. However, security guards at the mall were in no mood for a group hug when about 20 students marched around the Deep Sea Adventure area, demanding the dolphins be released. One woman was arrested.

"We learned to speak out for the things we believe in," says Reece, one of the city's more outspoken advocates for animal rights. And the course has helped Bezener—a self-described fence sitter—

What's on the ENCS 401 exam? (A few examples)

1. List three of the weaknesses of non-government organizations as discussed in class.
2. List two reasons the Cardinal River Divide is the wrong place for an open-pit coal mine.
3. Always tell people what you are for, rather than what you are against. Why?
4. Name and briefly describe two current problems with the environmental movement as described in class.
5. List three unsuccessful environmental campaigns and briefly discuss some of the factors that influenced the unsuccessful outcome of each campaign.
6. Name the eight levels of citizen participation of Arnstein's ladder. Briefly discuss which level you believe we are currently at in the province of Alberta.

» quick » facts

re-evaluate the way his society works. "We're trapped in a value system dominated by development; we need to see its flaws and examine the alternatives."

Examining those alternatives needs to happen on the basis of good common sense and judgment, says Butler. These students don't always need more science to understand the issues. They need to work on the optimal rather than the maximal, and not be afraid to be guided by their emotional feelings for the earth. ■

Francescutti continues crusade for safety

By Geoff McMaster

Amidst the flurry of discussion following the car crash that killed Diana, Princess of Wales, something vitally important was missing, says Dr. Louis Francescutti.

People talked endlessly about the intrusiveness of the media, the need for spiritual community, and the future of the English monarchy.

But according to the outspoken injury prevention advocate, one crucial question never got asked, a question that, for him,

sticks out like a sore thumb: why weren't Diana and her companion wearing seat belts?

"The only guy that survived the crash was wearing a seat belt," said Francescutti last Friday at a seminar on current issues in public health sponsored by the Department of Public Health Sciences. "The car they were in was a tank—if they were all wearing their seat belts, they would have survived. Yet nobody talked about putting

funds towards trying to prevent these things from occurring, so at an opportune time like that, where progress could have been made, the issue was totally ignored."

While the thrust of Francescutti's talk may not have been altogether new, it is one the professor of health sciences takes great pains to repeat whenever he gets the chance—in a weekly segment on CBC radio, in newspaper editorials, and at academic conferences. And he makes no bones about it: injury should be treated as a disease, one meriting the same attention, and the same funding, as cancer and heart disease. The only reason injury is not taken as seriously as it deserves, he says, despite the fact that it's the leading cause of death for those under 44, is a matter of politics.

"Injuries affect primarily younger people who don't have too much say in the political process. Who decides where research dollars go? Usually men in their 50s and 60s, and what do they die from? Cancer and heart disease."

Some of the brass in health care, however, are beginning to listen to Francescutti's message. Last October, Alberta Health appointed him chair of a 10-member advisory board on injury and also

provided \$300,000 for the new Alberta Centre for Injury Control and Research, set to open next April. The centre will assume responsibility for injuries in much the same way the Alberta Cancer Board does for cancer cases.

Albertans in particular have good reason to sound the alarm, says Francescutti. Our province has the highest death rate due to injury outside of the territories. The leading cause of injury-related death in Alberta is suicide, accounting for more victims than even automobile collisions.

Perhaps surprisingly, the region with the best injury record is the Northern Lights Regional Health Authority in the northern part of the province. Francescutti attributes this

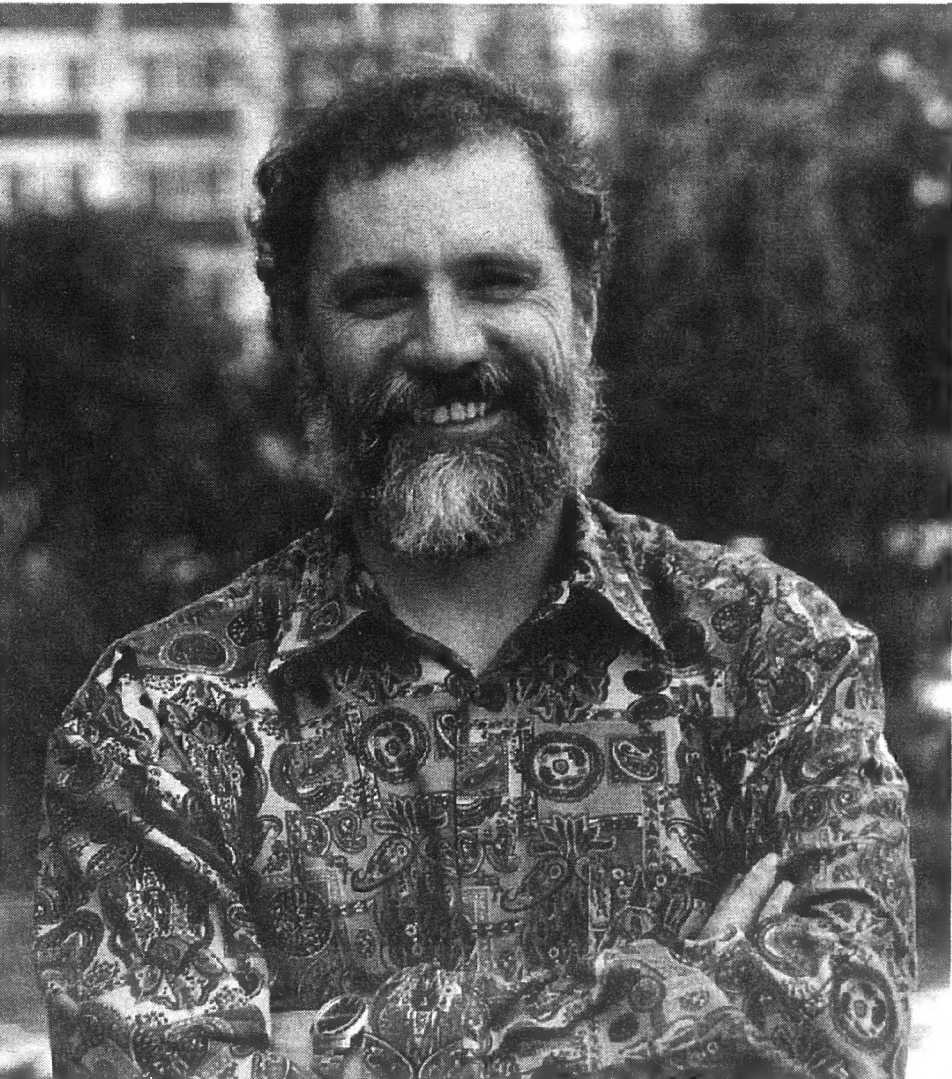
success to the big petroleum companies located there, such as Syncrude and Suncor, which have been stressing safety among their employees for 25 years. Now the entire community is starting to benefit from company policy.

"The reason (corporations) do it is that it affects their bottom line—God bless free enterprise! If we could have some of that gung-ho spirit spill over into the other regional health authorities, we might be able to beat Sweden (the leader in injury prevention), so that five years from now people around the world will be able to use Alberta as the benchmark." Francescutti added that the health-care system should be willing to take the kinds of spending risks that are taken for granted in the corporate world.

The place to begin changing attitudes about injury, however, is with younger generations, he says. Towards that end, he plans to recruit "gangs" in high schools to promote safety as cool among smaller children.

"Wouldn't it be great to have the Syncrude Prevention Dudes, and all these dudes and dudettes do is drive around in the summer looking for small kids doing stupid things. I think teenagers are ready to take up a cause, and my job is to train future leaders."

"The car they were in was a tank—if they were all wearing their seat belts, they would have survived. Yet nobody talked about putting funds towards trying to prevent these things from occurring..."



Dr. Louis Francescutti

Prevention Savings	
Every \$1 invested in...	Saves society...
A bike helmet	\$30
A child safety seat	\$32
A poison control centre	\$8
A smoke detector	\$55 to \$70
Injury prevention counseling by pediatrics	\$13
Check-stop sobriety programs	\$7.50

Source: Vincent, UNC; Injury Prevention Research Centre

>> quick >> facts

Chanasyk on degree committee

Dr. David Chanasyk, of the Department of Renewable Resources, has been appointed the University of Alberta representative on the Applied Degree Evaluation Advisory Committee by Clint Dunford, Minister of Advanced Education and Career Development.

The 13-member committee will make recommendations on the effectiveness of the new applied degrees as an ongoing credential within Alberta's post-secondary education system. Applied degrees are offered by the public colleges and technical institutes and are designed to respond to the career preparation needs of Albertans in a changing economy. Programs are offered in areas where there is a demonstrated labor market demand for programming that is more extensive than that offered in existing two-year diploma programs. Applied degree programs are significantly different in structure and intent from most university degrees.

To date eight demonstration programs in seven institutions have received ministerial approval. The evaluation period will run for the six-year period from 1995/96 to the year 2000/01 to allow followup with graduates, employers, faculty and other stakeholders.

Anyone with questions on the process or wishing to provide input should contact Dr. Chanasyk.

Adams named library director

Karen Adams has been named director of Library and Information Services at the U of A effective January 1998. As the chief operating officer of Canada's second largest library system, Adams will be responsible for overall management and direction of internal library operations, planning, and policy, will provide leadership to the library's administrative team, and will report directly to the associate vice-president (learning systems).

Adams is a graduate of the Universities of Manitoba and Western Ontario. She served as director of public library services in Manitoba and as provincial librarian of Saskatchewan. Since 1991, she has served as executive director of the Canadian Library Association, headquartered in Ottawa.

Adams has also served on numerous national boards and committees and helped found such organizations as the Cultural Human Resources Council, the Alliance of Libraries, Archives and Records Management, and LibraryNet, an Industry Canada initiative to connect all libraries to the Internet by the year 2000. She is recognized as one of Canada's leading authorities on copyright legislations as it affects libraries and library services.

Albertans support science and research

by Lee Elliott

A recent government survey found 95 per cent of respondents support increased spending in science and research.

The results were released Thursday by Dr. Lorne Taylor, minister responsible for Science, Research and Information technology. A discussion paper outlining Alberta Science and Research Authority (ASRA) proposals was sent with a questionnaire to 3,000 individuals in a range of sectors.

"Its recommendations can help ensure sustainable jobs for 450,000 Albertans in high knowledge industries by the year 2020. If its goals are achieved, these industries will represent 25 per cent of the Alberta economy—and will generate \$2.5 billion per year in new tax revenues for Alberta."

The strategy recommended by ASRA would see overall investment in science and research from all sectors increase from the current level of \$850 million per year to \$3 billion per year by 2010.

This increase would address current problems. Alberta research investment is currently second lowest of major Canadian provinces and is growing at the slowest rate. The proportion of Alberta knowledge workers is growing at a slower rate than in B.C., Ontario and Canada as a whole.

Venture capital investment in Alberta's high-knowledge sector represents only three per cent of total Canadian investment.

If its goals are achieved, these industries will represent 25 per cent of the Alberta economy—and will generate \$2.5 billion per year in new tax revenues for Alberta.

—Dr. Lorne Taylor

Jacques Parizeau continues Quebec's march towards independence

Students challenge former premier about his reasons for breaking up the country

By **Lucianna Ciccocioppo**

What I have to say is difficult and controversial. But it's better said than left unsaid." That's how former Quebec premier and leader of the Parti Quebecois, Jacques Parizeau, began his speech at the Myer Horowitz theatre November 25.

Looking like the consummate professor, with his dark grey suit, and glasses perched on his nose, Parizeau launched into a long history of French-Canadian grievances and Quebec's "march towards sovereignty," an allusion to warfare he makes throughout his speech. It was not a sold-out audience but it was a captive one, one which greeted him with respectful applause, and later, passionate discussion from all hyphenated Canadians: English, French and everything else.

Parizeau took us back in history to the roots of Quebec nationalism, to the days when Montreal was the booming metropolis of a newly-confederated Canada, run by English-Canadian families. French-Canada had no part in the decision making. The good years continued until the Depression of the 30s. With an unemployment rate of about 30 per cent in Montreal, French-Canadians did not revolt, said Parizeau. Instead, the tough times bred insecurity, fear and submission, which were not cast off until the days of the Quiet Revolution in the 1960s.

This was a time all provinces were pressing Ottawa for additional powers, powers the government was reluctant to give up, said Parizeau. At the same time, rumblings of sovereignty association, equality or independence began to arise. "Federalists began to take notice. The trench war was starting."

Parizeau says the federalist strategy has been to add fear of the unknown to

economic uncertainty in a sovereign Quebec. He proceeds to knock off their arguments: An end to all transfer payments? Ottawa has been cutting payments anyway. Abolition of the milk quotas Quebec farmers need so desperately? They're already disappearing. Capital fleeing out of the province? Well, it's been happening for 30 years. NAFTA will not apply to a sovereign Quebec? We'll renegotiate with the trading partners.

"Independence does not make one intelligent but it does not make one stupid either," said Parizeau. "Com-

mercial integration leads to political integration in some cases, or political disintegration in the old order." As a result, English-Canadians should not be surprised Quebec francophones feel confident enough to go it alone with fully entrenched borders and use of Canadian currency. "And why not?" asked Parizeau. Quebec is a co-owner of the Canadian dollar. As a sovereign country, the Canadian constitution no longer applies, only international law, argued

Parizeau, which fully protects Quebec's borders.

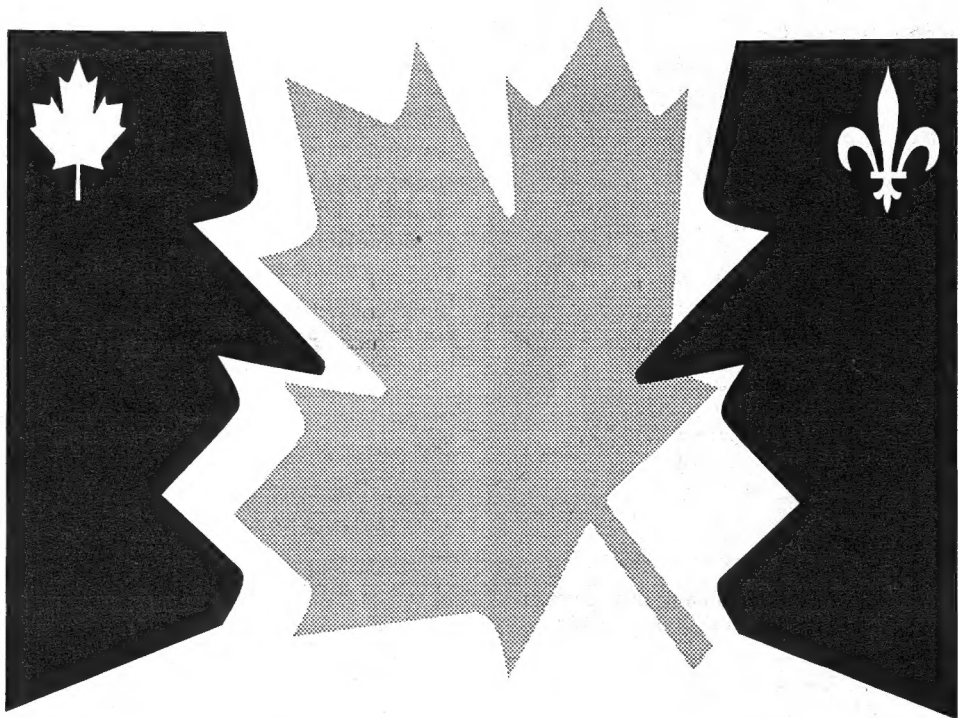
Then came the question-and-answer period, the most animated part of the evening.

Thus, the issue of Quebec sovereignty is a matter of when, not if. And the Calgary declaration, which refers to Quebec society as "unique" as opposed to distinct, isn't going to change anything after the failure of Meech Lake. "English-Canada's refusal to accept the Meech Lake accord was most bizarre," said Parizeau, "despite assurances from constitutional lawyers it did not have any legal repercussions. It's enough to make one speechless, but for a politician that's not an option," said Parizeau to laughter.

Then came the question-and-answer period, the most animated part of the evening. A fifth-generation francophone demanded, in French and to applause, why she has no say in trying to keep her country together. Unruffled, Parizeau replied the Quebecois have always been a people, despite lack of recognition in the 1982 Constitution. As a result, it is for the Quebecois to decide their future.

But why should Canadians consider Quebecois special, when there are so many other large ethnic groups who have contributed to the growth of this country, asked another student. "You're quite right," said Parizeau. But this argument in no way diminishes the Quebecois quest for sovereignty. "We're not saying we're the best. Just different, that's all."

Different, certainly from Quebecois Jews, Italians and Greeks who worked within their respective congresses for the federalist side in Quebec. In a media conference prior to his lecture, Parizeau stood by his remarks referendum night, that sovereigntists lost to "money and the ethnic vote." In response to a reporter's question, Parizeau fingered these three groups. Parizeau argued his comments are based on "statistical facts."■



Dress down day for profs at convocation

by **Lee Elliott**

Record numbers of graduates at fall convocation November 19 and 20 sent organizers scrambling for suitable apparel. PhD gowns, in particular, were in short supply, so Joan Fraser of the Registrar's Office set about asking faculty members to "dress down" so graduands could be appropriately attired.

"We very much appreciate the way our profs responded to this quick change routine prior to the procession," says Fraser. About half the academics attending convocation wound up in the wrong apparel. For the most part, they showed good spirit, she says. "When for some it put them in an awkward position for the part they had to play in convocation ... It was so hectic coming up with 22 robes at the last minute that we had to give up trying to follow any kind of protocol. And the 23rd robe is another story."

In the end, it was fun, exciting and a wonderful convocation, thanks to the response of the academics. "They really helped to make convocation for some of the graduates."■

Ken Turner gives his wife Donna Tegan a congratulatory kiss after convocation

Richard Woolner



U of A and Thailand university share expertise

While visitors from Maejo University in Thailand visited the U of A last week to discuss a possible extension to their three-year collaboration, U of A students wrote to share their Thai experiences.



Dr. Kamphol Adulavidhaya, president Maejo University, with weaned calves at the U of A ranch at Kinsella.

Experiencing the famous Thai smile

By **Juanita McKenna**,
MSc student in the Department of Physical Education and Recreation

Sawasdee-ka! This is the traditional greeting in Thailand. It was the first and the most important word I learned in this country. The Thai culture is one based very much on order, respect and of course, the famous Thai smile.

I am currently in Thailand researching the impact of hill tribe trekking on the culture of the Karen people in a northern village called Raummit. It is located on the Mae Kok River, and the attractions of the place and people are easy to appreciate. Each morning I wake up to sounds of elephants making their way across the river and the smell of dew on the trees. Each day brings me a wonder of new challenges and rewards. The other morning I found a dead rat in the squatter (toilet). My immediate reaction was, 'What the heck am I doing here?' But, later that day, when I was playing with the children and observing the interactions between them and the tourists, it all became clear again.

As I fall asleep each night, I run all the memories of the day through my head and I cannot help but wonder who I am learning more about, the Karen people, the



tourists, or myself. But, that is, I suppose, the purpose of this educational journey upon which I have embarked. ■

Having lunch with villager after harvesting rice. The owner of the land prepared lunch.

Cutting rice stalks builds enduring memories

By **Nanako Furuyama**,
MSc student in rural sociology, Department of Rural Economy

As a masters student in rural sociology, the purpose of my research in Northern Thailand is to describe how village leaders influence villagers to participate in an agricultural extension project. To achieve this purpose I am collecting information about a potato-growing project in the Ban Klang Pattana village just 15 km north east of Chiang Mai. My research entails attending farmer meetings, conducting interviews with various leaders and farmers, and observing the relationship between villagers and village leaders.

Is this a village? This was my first question as I walked into the so-called village. I could not see any huts or 'primitive' lifestyles. The village was bigger and far more than I expected. However, once I became settled in my village rental house, I felt like I was living in a more natural village environment; rats, lizards, hairy spiders, huge mosquitoes, and ants routinely crawl on my bed. Rats are making a

nest just above my head and are active at night. Mornings become active for the villagers very early. Roosters wake me up before dawn. There is no fridge, no phone, and no shower in this simple cement tenant home. I have been tempted to return to the comfortable student flat that I originally stayed in when I arrived at Maejo University, but the 15 km drive and the warmth of the villagers makes me want to stay here. As time goes on, the villagers' friendliness, smiles, and kindness make me feel at home. I have been able to participate in rice harvesting and I can assure you, cutting rice stalks with a scythe is not easy work! Twelve women, including myself, harvested three rais (0.48 ha) within four hours. The owner of the land prepared lunch for us.

The longer I live here, the harder it will be to leave. I hope I can remember the village life the way I know it now once I return to Canada. ■

Nanako Furuyama cutting rice stalks.



New faces, new talent, new blood

Meet the next generation of scholars who will carry on our tradition of excellence.

The competition across the country for university faculty members is intense as universities are scrambling to replace the large number of retiring professors. 1996 marked the first year of a hiring boom—a five-year period during which the university expects to hire about 500 new scholars—a renewal of one third of the teaching faculty.

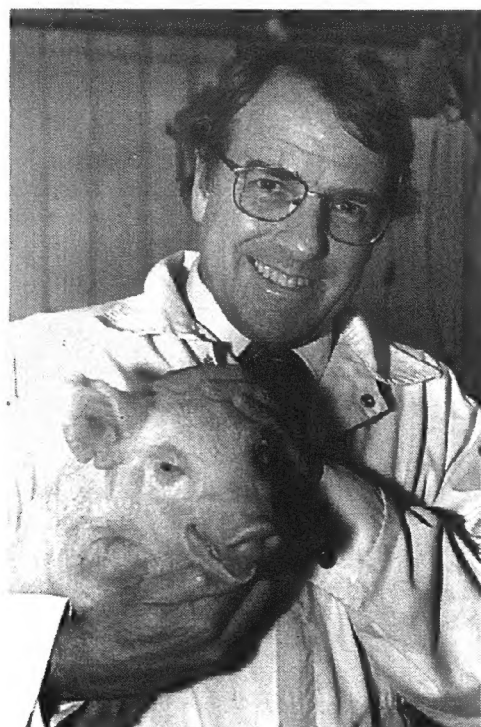
In 1996, 75 new continuing faculty members were appointed under the faculty agreement, as well as many others under different employment arrangements. Dur-

ing the past 12 months, the University of Alberta was fortunate to have hired as permanent staff 120 teachers and researchers who will play a vital role in shaping our university's future.

Following is a list of new, continuing faculty members, appointed under the faculty agreement during 1997, indicating their department and main research interest. On behalf of all their colleagues, we extend a warm welcome and wish them rewarding careers at one of Canada's finest universities. ■

Profile: Ron Ball

If you happened to be driving across Canada this summer, you may have seen Dr. Ron Ball's caravan on the highway. The nutritionist was moving his family from Guelph, Ontario to the western frontier. "Alberta is the most exciting place to be in Canada right now," says Ball. So, with an offer to be the Alberta Pork Producers' Chair in swine nutrition, Ball, his wife and three teenagers packed up the van, with a trailer and canoe, and the pickup, also with a trailer and canoe and headed west. Ball researches amino acid metabolism in pigs to improve the utilization of feed. His research extends to the human side also. He looks at improving nutrition for premature babies, using piglets as models. Ball says he's happier than a pig in ... well, you know, to have the opportunity to return to his alma mater, hometown and Alberta's bright blue and sunny skies.



AGRICULTURE FORESTRY AND HOME ECONOMICS

Ron Ball

Agricultural, Food and Nutritional Science; holds the Alberta Pork Producers Chair in Swine Nutrition
Nutrient requirements and metabolism of amino acids in swine and humans

Ed Bork

Agricultural, Food and Nutritional Science
range management

Grant Hauer

Rural Economy
Analysis of international cooperation in trans-boundary pollution control; sustainability issues in natural resources management

Doug Korver

Agricultural, Food and Nutritional Science
Poultry nutrition and nutrition/immune function interactions

Naomi Krogman

Rural Economy
Environmental and natural resource sociology

Fiona Schmiegelow

Renewable Resources
Spatial patterns of wildlife distribution in human-altered landscapes

Gary Stringham

Agricultural, Food and Nutritional Science
Canola breeding and biotechnology

Kim Travers

Agricultural, Food and Nutritional Science & the Centre for Health Promotion Studies (joint appointment)
Community nutrition, social analysis of inequities in nutrition and health

ARTS

David Anderson

Anthropology
Ethnography of the circumpolar region, in particular eastern Siberia and Canada's Mackenzie Delta

Douglas Aoki

Sociology
Psychoanalysis of culture; and sociology of the body

Katherine Binhammer

English
Eighteenth-century literature, women's writing, feminist theory and the history of sexuality

Christopher Bracken

English
Canadian literatures and cultures, particularly at the turn of the century

Janine Brodie

Political Science (Chair)
Canadian political economy, gender and politics, and globalization

Jennifer Dailey-O'Cain

Modern Languages and Comparative Studies
German applied linguistic and socio-linguistics; language attitudes in post-unification Germany

Gerhard Ens

History and Classics
History of the Canadian West; Native and Metis history

Natalia Freeland

English
Victorian literature and the novel

Christopher Gittings

English
Twentieth-century Canadian literature; Canadian film, and comparisons with their Scottish counterparts



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Lise Gotell

Women's Studies
Feminist legal theory and strategy; sexuality;
violence against women

Howard Grabois

Modern Languages and Comparative Studies
Sociocultural theory; lexical semantics; theories of
second language acquisition

Susan Hockey

Canadian Institute for Research Computing in
Arts (Director)
Methods for the representation of scholarly texts in
electronic form, and tools for analyzing them

David Kahane

Philosophy
Contemporary political philosophy; a focus on
democratic processes in multicultural societies

Rosalind Kerr

Drama
History of gender in performance; dramatic theory

Kim McCaw

Drama
Director

Sourayan Mookerjee

Sociology
Contemporary social theory; postcolonial theory;
cultural studies and globalization

Philomena Okeke

Women's Studies
Gender and development, focusing on sub-
Saharan Africa; the intersections of gender, race
and class in Canadian social relations

Michael O'Driscoll

English
American Literature, twentieth-century poetry, and
critical theory

Martin Riseley

Music
Winspear Distinguished Visiting Professor in Violin;
Concertmaster of the Edmonton Symphony
Orchestra since 1994

Oliver Schulte

Philosophy
Philosophy of science; epistemology; computation
and the theory of rational choice

Dennis Sweeney

History and Classics
German social history, in particular labor relations,
gender, and political culture during the late
nineteenth and early twentieth centuries

Gérald Théorêt

Fine Arts
Dance and movement in the BFA Acting program

Andrzej Weber

Anthropology
Multidisciplinary research on prehistoric hunting-
and-gathering adaptations in the Lake Baikal
region, Siberia

more next page



Profile: Rosalind Kerr

Dr. Rosalind Kerr jumped feet first into the Festival City after arriving in July. Kerr directed "Looking for Boysland" at Edmonton's Fringe Festival. She left the University of Toronto after finishing a SSHRCC post-doctoral fellowship. And she's very excited about teaching at the U of A. "This is a wonderful drama department. I'm very pleased with the quality of my students." Kerr's major research area is Italy's 16th century 'commedia dell'arte,' and contemporary experimental drama, including feminist and queer theatre. "I also have a side interest in early Canadian women's autobiography and I hope to soon publish my grandmother's diaries." Leaving her big-city hometown wasn't easy for Kerr. But, "I feel very much at home here. People have gone out of their way to make me feel welcomed." Enjoying the balmy fall weather, Kerr says she fears the upcoming, notorious Alberta winter. Lots of cross-country skiing in Edmonton's river valley will keep the assistant professor busy.

Royal Bank and the University of Alberta

PARTNERS in Education and Technology Development

Royal Bank of Canada is pleased to announce its
\$1.5 million pledge to the University of Alberta Campaign.

The donation will fund the Prototype Development Initiative, a program to help University inventors develop and commercialize significant inventions resulting from their research. This initiative will provide a key resource to enable the critical early stage developments necessary to add value to technologies and carry them to market.

At Royal Bank we have an on-going commitment to post secondary education and technology development. Both are vital to our future. **We are proud to be a partner in these endeavors... it makes sense!**



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EDUCATION

David Blades

Secondary Education
Curriculum theory; biological sciences and social issues

George Buck

Secondary Education
Information technology and teaching applications

Mark Gierl

Educational Psychology
Educational measurement and evaluation

Carolyn Kreber

Educational Policy Studies
Postsecondary teaching and learning; adult development

Ingrid Johnston

Secondary Education
Intercultural teaching and postcolonial studies

Margaret Mackey

School of Library and Information Studies
Development of a research and teaching specialization in youth information services and needs

Norma Nocente

Secondary Education
Information technology and curriculum applications

Elaine Simmt

Secondary Education
Mathematical understanding

Derek Truscott

Educational Psychology
The active ingredients of change in counselling and psychotherapy

ENGINEERING

Abhijit Bhattacharyya

Mechanical Engineering
Composite materials, smart shape memory alloy devices for biomedical applications

Richard Chalaturmyk

Civil and Environmental Engineering
Petroleum geosynthetics

Tongwen Chen

Electrical and Computer Engineering
Control systems and digital signal processing

Phillip Choi

Chemical & Materials Engineering
Techniques to characterize solubility properties and miscibility of polymer blends

Profile: Aminah Fayek

For Dr. Aminah Fayek life in Edmonton has proved to be somewhat of a marathon adventure. In fact, since coming to Edmonton last January, Fayek has logged



Clayton Deutsch

Civil & Environmental Engineering
Geostatistics

Abdul Elezzabi

Electrical & Computer Engineering
High speed optical electronics

Duncan Elliott

Electrical & Computer Engineering
Design and use of application-specific memory

Aminah Fayek

Civil and Environmental Engineering
Construction engineering and management

Martin Guay

Chemical & Materials Engineering
Monitoring and control of chemical processes

Biao Huang

Chemical & Materials Engineering
Multivariate process identification, control and performance monitoring

an incredible number of training miles in her running shoes. "One time I ran 37 km by myself and thought, 'I must be ready to run a marathon.' The Edmonton marathon last summer was a first, with a time of 3:45. She's considering Vancouver in May for her next marathon.

Running is just a sideline, however. Fayek joined the U of A Department of Civil and Environmental Engineering in January, adding Edmonton to world roaming that included being born in Egypt, growing up in Montreal and completing her PhD in Melbourne, Australia.

Was the decision to come here a difficult one? "Yes," says Fayek, "because I kind of had a job in Australia and I was thinking I might stay there. This was a better opportunity." The deciding factors, she says, were the strength of the program, the people she'd be working with, and the ties the U of A has with local industry. Fayek's specialty is civic engineering, construction engineering and management. "I'm working with industry on automated data collection. Eventually I'd like to develop a project control system."

Bogdan Lepski

Civil & Environmental Engineering
Reservoir engineering; improved oil recovery

Terrence Maccagno

Chemical & Materials Engineering
Mechanical properties of steel and other alloys

Martin Margala

Electrical & Computer Engineering
Hardware design of a complex graphics engine for visualization of three-dimensional data

Behrooz Nowrouzian

Electrical and Computer Engineering
Microelectronic filters, computer arithmetic, computer architecture and synthesis of DSP systems

Zhenghe Xu

Chemical and Materials Engineering
Mineral and material processing; environmental management

David Zhu

Civil and Environmental Engineering
Water pollution monitoring and remediation; hydrodynamics

EXTENSION

Katy Campbell

Academic Technologies for Learning
Instructional design; gender and technology, the design process as experienced by the designer

FACULTE SAINT-JEAN

Josée Bergeron

Canadian Studies/Political Science
Analysis of the restructuring of the welfare state in national and international contexts

MEDICINE AND ORAL HEALTH SCIENCES

John Aitchison

Anatomy
Macromolecular transport through the nuclear pore

Rajni Chibbar

Laboratory Medicine
Molecular biology of steroid receptors

Chris de Gara

Surgery
Oncology and surgical education

Susan Gilmour

Paediatrics
Paediatric hepatology and liver transplants

Moiria Glerum

Medical Genetics
Mitochondrial biogenesis; mitochondrial diseases; lacticacidemias

Sunil Gupta

Anaesthesia
Clinical research in the area of chronic benign pain

Chunhai Hao

Laboratory Medicine
Neuroimmunology and associated neurological disorders

Robert Hayward

Public Health Sciences

Alfons Krol

Medicine
Dermatology

Robert Lambert

Radiology and Diagnostic Imaging
Radiography, clinical trials, interventional techniques

Duncan Mackey

Family Medicine

Paul Melancon

Cell Biology and Anatomy
Protein regulation

Devidas Menon

Public Health Sciences

Kent Rondeau

Public Health Sciences

Brian Rowe

Emergency Medicine
Airway diseases; injury prevention; cochrane/meta analysis

Margaret Sagle

Obstetrics and Gynaecology
Menopause project

James Smiley

Medical Microbiology and Immunology
Molecular biology of mammalian nuclear DNA; viruses

Alan Wilman

Biomedical Engineering
Vascular and function with MRI

PHARMACY AND PHARMACEUTICAL SCIENCES

Brian Arnsden

Pharmaceutics
Drug delivery using biocompatible polymers

Amir Shojaei

Pharmaceutics
Sustained release delivery of peptide and protein drugs

NURSING

Geertje Boschma

History of nursing and mental health care

Carole Estabrooks

Dissemination and use of research/knowledge

Kathleen Hegadoren

Mental health nursing

Katherine Moore

Quality of life issues; urinary incontinence after prostate cancer surgery

Janis Morse

Director International Institute for Qualitative Research Methods
The role of comfort in nursing; qualitative health research

Judy Norris

Computers in nursing

Lynne Ray

Children with chronic health conditions and their families

Donna Romyn

Philosophy in nursing and nursing education

Donna Lynn Smith

Health system leadership and administration; gerontology

Miriam Stewart, Director, Centre for Health Promotion Studies

Community resiliency and social support

PHYSICAL EDUCATION AND RECREATION

Kerry Courneya

Exercise and psychological health; e.g., examining exercise and quality of life in cancer patients during and following treatment

Janice Causgrove Dunn

Adapted physical activity as related to the psychosocial processes associated with physical awkwardness in children

Karen Fox

The meaning and significance of leisure, nature, and diversity; ethical leadership in outdoor recreation

Michael Mauws

Organizational theory and behaviour; contemporary social theory; the emerging discipline of Cultural Studies

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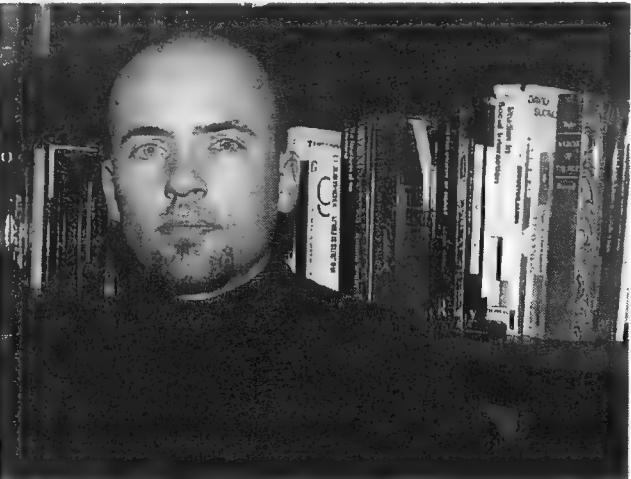
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Profile: Michael Mauws

When Dr. Michael Mauws was a graduate student at the U of A, he would search the library for articles listed in bibliographies. Two, perhaps, would be missing. At another university where he conducted research, he was lucky to be able to find two of the articles listed in bibliographies.

Mauws, a recent arrival in the Faculty of Physical Education and Recreation, says a good library says a lot about the community of scholars—it's likely to be up-to-date and



committed to conducting quality research. That's a big reason Mauws chose the U of A.

Mauws also chose academe over other pursuits. He was a commercial banker in Toronto, ran a hotel-recreation complex in Manitoba and was involved in the development of a software company. But he returned to the U of A to do his PhD under the tutelage of Dr. Bob Hinings in the business faculty, studying the application of post-structuralist philosophy to the study of organizations.

He's now putting that expertise to work with colleagues at McGill and Victoria. They've received a three-year grant from the Social Sciences and Humanities Research Council of Canada to study how artistic endeavors and commerce intersect and relate in cultural industries. He's teaching sport management and sport administration and studying boards of directors of amateur sport organizations.

Lisa McDermott

The sociology of sport and physical activity; gender studies

Gordon Walker

Recreation experiences involving aspects of self-esteem, self-efficacy, self-identity; planning and managing for recreation experiences and benefits

REHABILITATION MEDICINE

Johanna Darrach

*Physical Therapy
Neuromotor development and management of children with motor dysfunction*

SCHOOL OF NATIVE STUDIES

Donna Paskemin

Cree language; integrating Cree philosophy with academic studies

SCIENCE

John Bowman

*Mathematical Sciences
Reduced statistical descriptions of fluid turbulence; advanced calculus*

Lori Buchanan

*Psychology
Cognitive-neuroscience approach to the examination of language*

Andrew Bush

*Earth and Atmospheric Sciences
Numerical modeling of the global atmosphere/ocean/cryosphere system*

Roberto Cabeza

*Psychology
Neural correlates of memory in young and old adults*

Shelagh Campbell

*Biological Sciences
Developmental genetics of cell cycle regulation in Drosophila*

Peter Constabel

*Biological Sciences
Molecular Biology and biochemistry of plants*

Kevin Devito

*Biological Sciences
Influence of biogeochemistry-hydrology interactions on pristine and impacted aquatic, wetland and terrestrial ecosystems*

Greg Goss

*Biological Sciences
Mechanisms of ion transport and cell volume regulation; comparative physiology of vertebrates*

Russell Greiner

*Computing Science
Learning and reasoning (within Artificial Intelligence)*

Dennis Hall

*Chemistry
Organic synthesis; combinatorial and biological chemistry*

Frank Hegmann

*Physics
Experimental condensed matter physics of ultrafast processes in materials*

Michael Kouritzin

*Mathematical Sciences
Stochastic processes and their applications*

Frank Marsiglio

*Physics
Exotic superconductivity and strongly correlated electron systems*

Ioanis Nikolaidis

*Computing Science
Multimedia network protocols and performance, parallel simulation*

Jeremy Richards

*Earth and Atmospheric Sciences
Formation of and exploration for metallic mineral deposits*

Benjamin Rostron

*Earth and Atmospheric Sciences
Applications of hydrogeological techniques to petroleum exploration*

Mauricio Sacchi

*Physics
Geophysical data processing and seismic data inversion with application to oil and gas exploration*

Vincent St. Louis

*Biological Sciences
Ecosystem ecology; changes in the environment resulting from human impact*

Karen Smoyer

*Earth and Atmospheric Sciences
Environmental/health issues, with an emphasis on climate and health*

Eleni Stroulia

*Computing Science
Model-based self-adaptive systems, knowledge bases, software re-engineering*

Bruce Sutherland

*Mathematical Sciences
Laboratory/numerical experiments and geophysical fluid dynamics*

Rik Tykewinski

*Chemistry
Design, synthesis, and physical investigation of conjugated organic materials (with applications to molecular electronics and photonics)*

Benjamin Watson

*Computing Science
Computer graphics, virtual reality, human-computer interfaces*

Paul Wong

*Biological Sciences
Causes and mechanism of retinal degeneration*

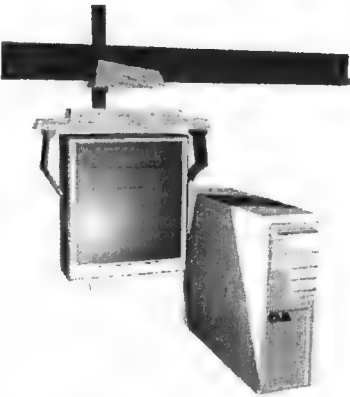
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Profile: Paul Wong

Dr. Paul Wong grew up in frosty Manitoba—a winner in the cold department, so the only surprise in the Edmonton weather is its current balmy nature. Wong joined the U of A Department of Biological Sciences in February, leaving a somewhat warmer post-doc in Bethesda, Maryland to do so.

Wong's research focuses on retinal degeneration. Only some retinal cells die, and Wong wants to know why. Progress is slow, he says, as it is with all science. The decision to come to the U of A was an easy one, he says. The U of A was the first interview he scheduled and when the offer came, he cancelled any others.

What's unique about the U of A? The Biological Sciences building itself, says Wong. Aside from the usual stories of its architectural deviance or the odd insect spe-

cies taking over, Wong wonders if he's the first to notice that from an aerial photo, the building looks like a poodle—or at least a scotty dog. "And where the head is—that's the psychology department," he says.



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Tracking down aboriginal academics

**Development of aboriginal scholars database backed by
Employment Equity Discretionary Fund**

By Michael Robb

Universities have had a tough time hiring aboriginal scholars. In some fields, they simply don't exist. In other fields, there are a few—but they're highly sought after and often hired by the institutions that have the most money. However, some university recruiters simply don't know where to begin searching for that illusive aboriginal scholar who may be the right person for the job.

According to the director of the Office of Native Student Services, Art Beaver, some departmental search committee members have concluded there simply aren't any aboriginal scholars to hire. Beaver wants to make it a little easier for recruiters to find these people.

Funded by the Employment Equity Discretionary Fund, out of the Office of Human Rights, Beaver is compiling a database of aboriginal scholars. "The development of an aboriginal database will assist faculties in their search for qualified applicants and will encourage faculties to become proactive in their search," he says.

Beaver says the database will primarily focus on Canada, and all disciplines will be included. A web site will also be developed, so that universities and the corporate world can use it.

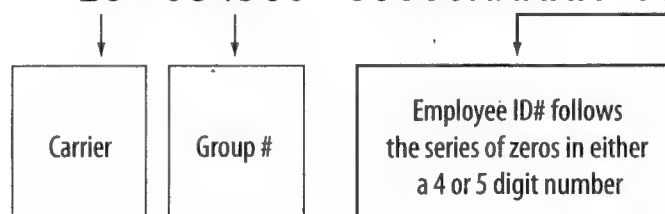
The fund was established in *Opening Doors*, the University's employment equity plan, to provide funding for the fulfillment of equity goals on campus. ■

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Where's your next conference being held?

Consider Edmonton, Housing and Food Services and Edmonton Tourism officials—urge campus community

By Michael Robb

Are you the secretary of the Canadian Astronomical Society, the president of the Institute for Philosophical Nursing Research, or perhaps the vice-president of the Canadian Institute for Petroleum Industry Development?

If so, call Douglas Dawson at Housing and Food Services. He wants to speak to you about your next conference—in Edmonton. Dawson estimates the university belongs to more than 2,000 associations and societies and many of those hold annual meetings and conferences. It's big business, he says.

Dawson and officials with Economic Development Edmonton estimate more than half of the conference activity held in the city is connected with the University of Alberta. "We're only beginning to tap the surface of that business," says Dawson. "We are trying to impress

upon faculty members who hold executive positions in societies and associations that they can hold their conferences here.

"It's one-stop shopping when people phone us," says Dawson, pointing out that Housing and Food Services and the city can do a lot of the work required. "We're trying to let people know that there's a team out there willing to help."

Dawson wants to grab a larger chunk of the student-affiliated conferences and step up marketing initiatives. There's certainly a need to curtail the self-deprecatory talk about Edmonton, he says. And on the thorny issue of airport service, he says it's simply too early to tell whether consolidation has served the city well. The city does need to maintain its connections with important airport hubs, he says. ■

Dawson and officials ... estimate over half of the conference activity held in the city is connected with the University of Alberta.

New Zealand universities under attack, says law professor

Government attempting to create "educational marketplace"

By Michael Robb

Forcing universities to operate on the basis of market-driven principles is part of the New Zealand government's "unfinished business," says a University of Auckland law professor.

Student fees are increasing dramatically, social science research funding is dwindling and program funding is pouring into short-term market-driven programs, says Jane Kelsey, an outspoken critic of the sweeping economic and social reforms that have effected New Zealand since 1984.

Here to conduct research on Alberta's social and economic reforms and to deliver a talk sponsored by The Parkland Institute, entitled "Debunking the Myth of New Zealand's Success Story," Kelsey says a recent government green paper outlines the government's plans, including the replacement of elected university councils with government-appointed councils.

"We've had a great deal of difficulty engaging in debate about these policies; they've been based on theory and no empirical work," Kelsey says. "Furthermore, there have been few details about implementation and details are to be worked out later."

The period of massive social and economic change in New Zealand has been tremendously debilitating for scholars. During the first 10 years, scholars were relatively quiet. Some spoke out, some changed sides and other remained silent, fearing they would be ostracized. Others lost jobs and research grants. Stalwart critics paid a high price, explains Kelsey. "In the last couple of years, however, a few people have begun to speak up. The economy is so unstable and we now have a better understanding of what's happening. More people are challenging the claims of the so-called 'successful society.'"

There's no doubt the New Zealand model is part of the current international

orthodoxy, says Kelsey, who has studied the effects of these reforms in several western countries. The more hegemonic it becomes, the more difficult it is to critique. In the early 1980s, the prevailing Keynesian model was challenged by neo-liberals. They were well organized, well resourced and they took advantage of a

scholarly community that suffered from intellectual laziness. By the time critics of this new orthodoxy got organized, it was too late.

"This is part of a pattern," she says. Create a crisis, move quickly and systematically embed the changes.

"Underpinning the privatization and internationalization agenda lies a fundamental ideological belief in the virtue and infallibility of global markets and a corresponding intolerance of alternative views," she says. "Universities provide a repository of historical knowledge, a source of critique and

a breeding ground for competing ideas which challenge the portrayal of neo-liberalism as immutable and indisputable. As such, they present an obvious target for radical market-oriented restructuring."

Kelsey says it's particularly frightening to see the marginalization of alternative views. "In a market-driven system, student assumptions of what the market demands will increasingly dictate what courses and perspectives universities provide. Research funding dependent on private commercial sources, or grants from competitive public pools where government sets the priorities, are likely to support market-friendly projects and hypotheses and unlikely to favor critique.

"The resulting ideological closure will foster and protect the 'consensus' and limit the range of ideas in circulation on which the evolution of public opinion largely depends." ■

In a market-driven system, student assumptions of what the market demands will increasingly dictate what courses and perspectives universities provide.

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ACADEMIC TECHNOLOGIES FOR LEARNING

December 12, 9 a.m. to 3:30 p.m.

The University of Alberta Community is invited
to a workshop and discussion titled "Evaluating
Learning Technology in Higher Education with
Dr. Steve Ehrmann, Director of the Flashlight Project
at the American Association for Higher Education.
Flashlight is a multi-university project that develops
and applies evaluation tools to technology innova-
tions in teaching and learning. Dr. Ehrmann is an
internationally recognized expert on the impact of
technology on teaching and learning and an
engaging workshop facilitator. Please RSVP
Bev.Adam@ualberta.ca if you would like to attend.
2-31 Civil-Electrical Engineering Building.

December 12, 11:30 a.m. to 1 p.m.

A satellite broadcast titled "Evaluation and
Assessment" will be presented by the New Media
Centers. This broadcast features a discussion on the
common question: How does the use of technology
of delivery of instruction make a difference to stu-
dents? Presenters—Karen Smith and Chuck Dziuban,
University of Central Florida and Mike Kolitsky,
University of Texas, El Paso. Please RSVP to
Bev.Adam@ualberta.ca if you would like to attend.
2-31 Civil-Electrical Engineering Building.

ALBERTA HERITAGE FOUNDATION FOR MEDICAL RESEARCH

December 5, 4 p.m.

Thomas O. Baldwin, Department of Biochemistry
and Biophysics, Texas A&M University, College Sta-
tion, Texas, "Kinetics vs. Thermodynamics in Protein
Folding: Chaperones as Traffic Signals." 227 Medical
Sciences Building.

December 8, 4 p.m.

Susan Henry, Department of Biological Sciences,
Carnegie Mellon University, Pittsburgh, "The Role of
Phospholipid Turnover in Regulation of Phospholipid
Synthesis and Membrane Biogenesis in Yeast." 207
Heritage Medical Research Centre.

ANTHROPOLOGY

December 5, 3 p.m.

M. Anne Katzenberg, University of Calgary,
"Stable Isotope Ecology and Palaeodiet in the Lake
Baikal Region of Siberia." For further information:
Dr. Nancy Lovell, 492-0186 or e-mail at
Nancy.Lovell@ualberta.ca. 14-28 Tory Building.

BIOLOGICAL SCIENCES

January 9, noon

Lynne Hale, "Cheating in the Obligate Mutualism
Between Yuccas and Yucca Moths." M-229 Biological
Sciences Building.

BIOLOGICAL SCIENCES AND MEDICAL SCIENCES

December 8, 4 p.m.

Scott Selleck, Molecular and Cell Biology Depart-
ment, University of Arizona, "One Size Fits All: Dally,
a Cell Surface Molecular Regulating Both the Dpp
(TGF-beta) and Wg (Wnt) Signaling Pathways in *Dro-
sophila*." Sponsored by the Alberta Heritage Founda-
tion for Medical Research. M-149 Biological Sciences
Centre.

BIOMEDICAL ENGINEERING

December 17, 5:30 p.m.

Hasan Uludag, "Functional Biomaterials for Effi-
cacious Delivery of Bone Morphogenetic Proteins."
231 Civil-Electrical Engineering.

BUSINESS—MARKETING, BUSINESS ECONOMICS AND LAW

December 11, 3:30 p.m.

Roland T. Rust, Madison S. Wigginton Professor
of Management, Owen Graduate School of Manage-
ment, Vanderbilt University, "Customer Expectation
Distributions: A Dynamic Model, Theoretical Implica-
tions, and Empirical Evidence." Banister Conference
Room, 4-16 Business Building.

CENTRE FOR RESEARCH FOR TEACHER EDUCATION AND DEVELOPMENT

December 9, 12:30 p.m.

Jan Jagodzinski, "Bodies of Excess: Begehren
Oder Trieb" (slide presentation). Sexually explicit
visual material. 633 Education South.

CHAPLAINS' ASSOCIATION

December 10, 12 p.m.

Mike Percy, dean, Faculty of Business, "Alberta
Growth Summit: What Vision for Our Collective
Future?" RSVP Tona. Newman Centre, St. Joseph's
College.

CHEMICAL AND MATERIALS ENGINEERING

ICI Distinguished Lectureship Series by Peter R.
Norton.

December 11, 3:30 p.m.

"Nanoscale Materials Science." 344 Chemical-
Mineral Engineering Building.

December 12, 3:30 p.m.

"Fundamental Studies of Surface Phenomena
Related to Corrosion and Hydrogen Ingress in Candu
Pressure Tubes." 344 Chemical-Mineral Engineering
Building.

ECO-RESEARCH CHAIR IN ENVIRONMENTAL RISK MANAGEMENT

December 5, 3 p.m.

Jamie Baxter, Department of Geography and En-
vironmental Science Program, University of Calgary,
"It's an Unnecessary Risk to Take—A Case Study of
the Meaning of Environmental Risk and Uncertainty
Involving a Landfill." 2F1.04 (Classroom D) Mackenzie
Health Sciences Centre.

HEALTH LAW INSTITUTE

December 6, 10 a.m.

David Schneiderman, "The Calgary Declaration
and Constitutional Consultations: Should Anybody
Care?" McLennan Ross Hall, Law Centre.

INSTITUTE FOR PUBLIC ECONOMICS

December 11, 3:30 p.m.

T.J. Courchene, Queen's University, "Ontario:
From Heartland to Region-State." L-1 Humanities
Centre.

MEDICAL MICROBIOLOGY AND IMMUNOLOGY

December 11, 4 p.m.

Larry Guilbert, "Immune Responses in Pregnant
Women May Determine Whether HIV or CMV Cross
the Placenta From Mother to Baby During Preg-
nancy." 2J4.02 Mackenzie Health Sciences Centre.

PHILOSOPHY

December 5, 3:30 p.m.

Paul Viminiz, Department of Philosophy, Univer-
sity of Lethbridge, "Thrasymachean Ethics." 4-29 Hu-
manities Centre.

December 12, 3:30 p.m.

John King-Farlow, "The Need for Imagination in
Metaphysics." 4-29 Humanities Centre.

PHYSICS

December 5, 2 p.m.

Robert J. Gooding, Department of Physics,
Queen's University, "Eight Years of Theory, and Finally
One Experiment; Many-Body Electron Bands in High
T_c Superconductors." V129 V-Wing.

PHYSIOLOGY

December 5, 3:30 p.m.

Larry V. Hryshko, Institute of Cardiovascular
Sciences, St. Boniface Hospital Research Centre,
"Regulation of Different Sodium-Calcium Exchange
Proteins." 207 Heritage Medical Research Centre.

December 12, 3:30 p.m.

Paul Armstrong, "New Advances in Understand-
ing and Managing Acute Coronary Syndromes." 207
Heritage Medical Research Centre.

UNIVERSITY LIBRARIES AND THE FACULTY OF ARTS

December 10, 2 p.m.

"Alexandria Quartet"—first in a four part lecture
series on the future of the library. Isobel Grundy and
Ernie Ingles give their perspectives as scholar and
librarian on the current state and future of the aca-
demic library. Convocation Hall.

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notices

Please send notices attention Folio 400 Athabasca Hall, University of Alberta, T6G 2E8 or e-mail public.affairs@ualberta.ca. Notices should be received by 3 p.m. one week prior to publication.

T4 MAILING

Staff and students are advised that 1997 T4s, T4As and T4ANRs will be mailed to your home address in February 1998. If you need to update your home address, forms are available from the personnel contact in your department.

UNIVERSITY WOMEN MEET

The monthly meeting of the Canadian Federation of University Women (Edmonton) will be held Monday, December 8, 1997 at the Faculty Club, U of A campus, 11435 Saskatchewan Drive. The theme is *A Christmas Celebration* with guest speaker Alex Mair, local historian. All women university graduates are welcome.

events

EXHIBITIONS

BRUCE PEEL SPECIAL COLLECTIONS LIBRARY

Until December 1997
"She Wields a Pen: An Exhibition of Women's Literature History." Hours: Monday to Friday, 8:30 a.m. to 4:30 p.m. (extended hours as posted). B7 Rutherford South.

CANADIAN INSTITUTE FOR NORDIC STUDIES

Until December 24
"Hans Christian Andersen" exhibition. Rutherford South Entrance Hall. The exhibition comes to Edmonton through the generosity of the Royal Danish Embassy.

EXTENSION CENTRE GALLERY

Until January 12
"Noboru Kubo—25 Years in Canada"—an exhibition of works by Faculty of Extension Artist in Residence Noboru Kubo. Gallery hours: Monday to Thursday, 8:30 a.m. to 8 p.m.; Friday, 8:30 a.m. to 4:30 p.m.; Saturday, 9 a.m. to noon. Information: 492-3034. 2-54 University Extension Centre.

FAB GALLERY

Until December 21
"Two Voice Echo—Jeff Kahmakotayo-Kam"—this exhibition is the final visual presentation in partial fulfillment for the Degree of Master of Fine Arts in Painting. Gallery hours: Tuesday to Friday, 10 a.m. to 5 p.m.; Sunday, 2 to 5 p.m.; Monday, Saturday and statutory holidays, closed. 1-1 Fine Arts Building.

MCMULLEN GALLERY

Until December 31
"Woodworks—Ten Edmonton Sculptors"—an exhibition of sculpture in wood by Ted Trusz, Report Iveson, Bryce Ohneck, Danek Mozdzenski, Tommie Gallie, Darrel Colyer, Larry Andreoff, Michael Mott, Eisert Hall, and Sandra Bromley. Hours: Monday to Friday, 10 a.m. to 4 p.m.; Sunday, 1 to 4 p.m.; Thursday, 5 to 8 p.m. Information: 492-8428 or 492-4211. Walter C. Mackenzie Health Sciences Centre.

MUSIC

DEPARTMENT OF MUSIC

December 14, 8 p.m.
Doctor of Music Recital—Belinda Chiang, organ with guest Linda Brown, trumpet. Convocation Hall, Arts Building.

SPECIAL EVENTS

January 7, 4 to 6 p.m.
Quad, Athabasca Hall and CAB on campus—University of Alberta 90th Anniversary "LIGHT UP CAMPUS" celebration, featuring light and fireworks show (around 5 p.m.), hot drinks and birthday cake, sleigh rides and outdoor skating. Bring the family! Check our website at www.ualberta.ca/90th.

Christmas closing

The Department of Physical Plant advises the university community that most on-campus facilities will close at 4:30 p.m., Wednesday, December 24, and re-open at 8:00 a.m. Friday, January 2, 1998.

As was the case last year, if any unit is planning to be open at all during this period, arrangements must be made with Physical Plant as soon as possible.

These facilities are scheduled to be open:

- Clinical Sciences Building (University of Alberta Hospital operations only)
- Extension Centre (Commercial units only)
- HUB Mall (some commercial outlets)
- Clare Drake Ice Arena (hockey tournaments)
- Athabasca Hall (Fund Development Offices)
- Housing & Food Services (residences and Lister Hall)
- Tennis Centre (Michener Park location)

University of Alberta staff and students who have keys may still enter the buildings to work. There will be power in all outlets and lights can be switched on in individual offices. The heating systems will remain in operation, but the ventilation systems will be operated in a reduced capacity. Cleaning staff

will not be working in any of the closed facilities.

As limited cleaning services will be available December 24, Physical Plant asks staff to take any waste in their area to a central collection point, such as a general office or the washrooms. Staff should also arrange to look after their plants as only those flowers and plants in public areas will be watered.

Physical Plant and Campus Security Services will maintain their 24-hour emergency services, and Physical Plant will continue to monitor facilities for emergencies, equipment failure, water leaks, etc., and will respond to major snowfalls to ensure that campus access is maintained.

Building occupants are asked to do what they can to prevent potential problems and to minimize energy costs. This includes turning off all lights and equipment, and firmly closing all exterior windows. Please review your department's emergency call-back procedures in the event you are called.

All departments and researchers, whose equipment is monitored by Physical Plant, are asked to be certain that their call-back lists contain the most current information and that they have forwarded all changes to the Physical Plant Communications Control Centre.

For further information, call 492-4210. ■

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Season's Greetings

The Development Office will be closed from Thursday, December 25, 1997 and re-open Friday, January 2, 1998.

Donors wishing to have a 1997 income tax receipt must have their envelopes post-marked by December 31, 1997.

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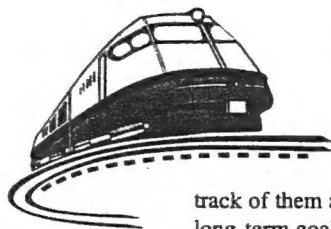
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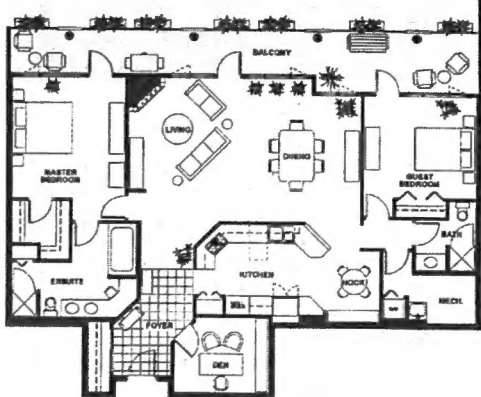
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positions

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DEAN

FACULTY OF GRADUATE STUDIES AND RESEARCH

The University of Alberta invites applications and nominations for the position of Dean of the Faculty of Graduate Studies and Research. The faculty administers 62 master's and 53 doctoral programs distributed across 62 academic units. Current graduate student enrolment is approximately 4,250. The dean is the chief executive of the faculty and chairs the Faculty Council, which recommends and reviews policy for the faculty and its component units. In addition, the dean oversees the faculty office, which provides extensive student services and monitors all aspects of graduate programs. As a senior member of university administration, the dean represents the faculty across the university and to the outside community. The dean reports to the vice-president (academic) and is responsible for leadership of the faculty. A position description is available on request.

Candidates should have a demonstrated capacity for leadership, strong academic qualities, and proven administrative ability. The appointment will take effect July 1, 1998 or as soon as possible thereafter.

Written nominations for the position, or applications supported by a curriculum vitae and the names of three referees, should be submitted by January 15, 1998 to

Dr. Doug Owrn
Vice-President (Academic)
Third Floor, University Hall
University of Alberta
Edmonton, AB T6G 2J9

INSTRUCTIONAL TECHNOLOGY SPECIALIST

The Faculty of Arts at the University of Alberta is seeking a highly skilled and motivated individual to work intensively with individuals or teams in the Faculty to train them in the application of technology to teaching. The instructional technology specialist will promote the application of technology to teaching in the Faculty, assist colleagues to create projects for teaching use and train some of them to a level at which they can make use of advanced production facilities available at the University. This appointment will commence as soon as possible and have a term

of two years, with the possibility of subsequent employment thereafter.

The successful applicant will have formal training minimally at the bachelor level and preferably at the masters level and work experience in instructional design and/or instructional technology. S/he will be skilled in such techniques as educational multi-media, computer-based conferencing and use of the Web for the delivery of educational materials. The Faculty of Arts houses a broad diversity of disciplines using a range of pedagogical approaches. The successful applicant should therefore be familiar with and receptive to a variety of approaches to technology-based pedagogy and be committed to keeping current with changes in the field. The successful candidate will be self-motivated, able to work under minimal supervision and have excellent communication skills.

The salary range for this position is \$38,000-\$40,000 per annum. Applicants should submit a letter of application, CV and any other supporting materials, and arrange for three confidential letters of reference to be sent no later than December 30, 1997 to

Gurston Dacks,
Associate Dean of Arts
University of Alberta
Edmonton Alberta T6G 2E5

EXECUTIVE DIRECTOR

POPULATION RESEARCH LABORATORY (PRL)

The Department of Sociology, University of Alberta, requires a survey and/or demographic researcher (Ph.D. social sciences) to initiate and direct activities of the PRL. Applicants must have extensive research experience; a strong record in obtaining research funds; good oral and written skills; and the ability to manage a large research organization. Term: two years, with the possibility of renewal. Salary commensurate with qualifications and experience (floor: \$45,000 per annum); generous benefits package. Starting date: ASAP.

Applicants should submit a letter of application, CV and three letters of reference by February 1, 1998 to

Dr. Les Kennedy
Chair, PRL Advisory Committee
Department of Sociology
University of Alberta
Edmonton, Alberta T6G 2H4
Phone: (403) 492-7196

Email Alert Program

The email alert system is a test initiative of the Community-Oriented Programming section of Campus Patrol Services. It is designed to send timely messages via email to University of Alberta staff alerting them of crimes in progress, suspicious persons on campus, or Crime Stoppers information.

Based on a successful University of Nevada Las Vegas (UNLV) program, our goal is to alert staff to take immediate positive steps to ensure their safety and protect their property when a crime is occurring in their area of campus.

The email alert message will be sent by the Campus Patrol Services dispatchers to a single building on campus, particular area, or all email recipients depending on the nature and scope of the incident. We ask that recipients of a message take action accordingly:

If the message requests your assistance in locating a suspicious person in your area or warns of a crime in progress,

- 1) Ensure your own safety (i.e. do not approach or attempt to identify suspects should you feel it may jeopardize your safety).

- 2) Contact Campus Patrol Services at 492-5050 and relay the following information,
 - a) current or last known suspect location
 - b) suspect description
- 3) Take the necessary steps to protect your property (lock office door, secure valuables, etc.) and ensure your safety.

If the message does not involve a crime in progress and you have information about the incident, please call Campus Patrol Services at 492-5252 or Crime Stoppers at 422-TIPS (422-8477).

Because of the urgency of response in most cases, please do not respond to messages via email.

The email alert system recipient list is strictly and confidentially maintained by Cst.'s Rob Rubuliak and Jim Newman for the purposes of sending crime and crime prevention information only. Our currently staff email listing is incomplete, if you would like to add names to our system, please email one rob.rubuliak@ualberta.ca.

We estimate only a few messages a month will be sent to various areas on campus. However, if you do not wish to receive email messages from our department, please email one of the administrators and your name will be removed from the system. ■

Ads are charged at \$0.50 per word. Minimum charge: \$3.00. All advertisements must be paid for in full by cash or cheque at the time of their submission. Bookings may be made by fax or mail provided payment is received by mail prior to the deadline date. Pre-paid accounts can be set up for frequent advertisers. Please call 492-2325 for more information.

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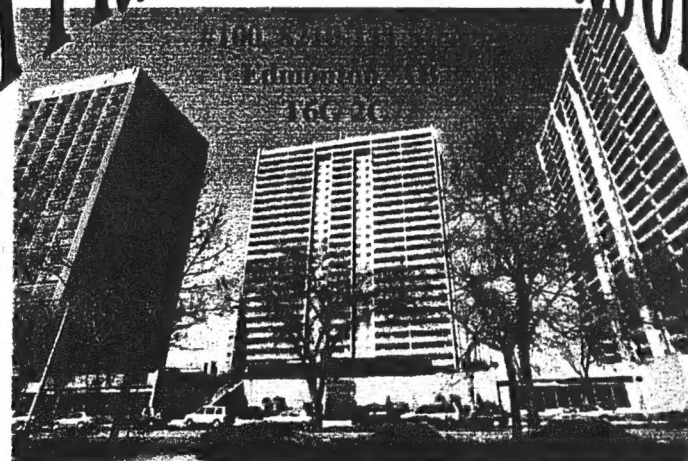
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BRAIN

storming

By Deborah Johnston

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In the few seconds it took you to read those words, your brain recruited high frequency beta waves to sift and process many bits of information. That complicated physiological response probably seemed automatic to you. You didn't consciously tell your brain to activate beta waves.

But clients in the Faculty of Education's Cognitive Re-regulation Program are learning to consciously control this response. A team of researchers, led by Program Coordinator Jolene Leps and educational psychologists Dr. Charles Norman and Dr. George Fitzsimmons, has developed a program that helps children and adults with Attention Deficit Disorder (ADD). The clients actually teach their brains to decrease slow wave production called theta and increase or maintain beta wave production, the high frequency waves our brain needs to process information. Clients also learn to decrease the variance or "bursts" of brain

wave activity that can prevent them from concentrating.

Ten-year old Shawn* is one of the program's best clients. Twice a week, the Grade 5 student spends an hour in front of a computer screen wearing clips on his earlobes and a sensor on the top of his head. The signal that is picked up by the sensor is passed through an EEG (electroencephalograph) analyser into a specialized computer program which allows Shawn to both see and hear his brain waves.

Shawn stares intently at the computer-image of an airplane which represents the slow theta waves in his brain. "Theta waves," says Coordinator Jolene Leps, "are the same brain waves produced predominantly during sleep. While our brain produces all of the brain waves all of the time, the proportion at any one time is important. People with ADD produce significantly higher levels of slow brain wave, or theta, activity than age-matched, average achieving children."

By trying to pay attention and focus, Shawn is learning to decrease the slow theta waves. Shawn knows he's doing it correctly because the theta-representing plane on the screen descends along with Shawn's theta waves. If he fails to pay attention, Shawn's brain produces more theta waves and the plane flies too high.

"At first it's very random because it is trial and error learning. The client doesn't know how to get his brain to do something different," says Leps. "This process is called neurofeedback. We 'feed back' to the client in essentially real time what his brain wave activity is so that he can make



Program coordinator Jolene Leps works with Jovan Kosior.

changes in his brain wave production. The program is unique in that the changes are not externally induced, but rather the client learns to internally change the way his brain is functioning."

All this is exhausting work, Leps says. After twenty minutes of this intense concentration, kids can be both tired and thirsty.

Shawn says he uses the skill to help him focus on his schoolwork. "Last Sunday I had a whole bunch of homework, communication skills and spelling and math, and I had to get it all done. Last year, it would have taken me a whole day to get it done and this year it only took half an hour."

"I have to be honest, I was very skeptical of the program," says Shawn's

father, "but the improvement is 100 per cent. This is the first year that Shawn has openly expressed with exuberance his excitement and enjoyment of school. He's never done that before because school was never a happy place. It was a war zone. But now he's happier, his self-esteem is up, his confidence is up, and his marks are up."

Norman notes that 87 per cent of the program's clients experience a significant improvement in attention that directly impacts their learning ability, based on reports from teachers, parents, and the students themselves. "The student is much better able to benefit from instruction than he was before."

Norman says the challenge now is to conduct more controlled research to add to the growing body of statistical evidence that continues to demonstrate the Cognitive Re-regulation Program's success. "When we first started to do the analysis, we found that the data were too variable," he says, "because the client's stress factor and even the slightest physical movement can affect the EEG result." A study is underway where some of the children undergo four dynamic EEG assessments: one before training, two during the program, and one after the 20-week program. The data have to be screened to eliminate extraneous information. Norman says it will take months to collect and prepare the data for analysis.

He believes the results so far are promising. "Every time I walk into a school and know there is a child sitting there who is diagnosed as ADD and is not making progress, I think that if there were a way to make this program accessible to children who need it, it would be a very good thing." ■

*Not his real name.

The Cognitive Re-regulation Program will be holding public meetings on Attention Deficit/Hyperactivity Disorder Monday, December 8 and Wednesday, December 10 at 7 p.m. in Room 2-115 Education North. If you are unable to attend and would like more information, please call the program office at 492-3692.

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